



EDUCATIONAL SUPPLEMENT
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An empty hot-seat at PNL

The Polytechnic of North London's never-failing capacity for high drama and low comedy has forced it into the headlines again this week. The director, Dr David McDowall, has resigned. He received an offer which has enabled him to go on favourable terms at the age of 54 - an offer which, he makes clear, he was not intended by his employers to be able to refuse. In taking the money and accepting the terms, he has coupled his vote of thanks to the ILEA with a bitter attack on Mrs Francis Morrell and confused allegations that she tried to persuade him to act in ways which could have brought him into contempt of the High Court.

Needless to say, there is more than one version of what happened, and all this paper can do in advance of the promised inquiry is to report the allegations and the background to them. What is clear is that Dr McDowall's duty was owed to his court of governors and the legal constitution of his polytechnic. In the long-running dispute over the National Front activist, Patrick Harrington, which has paralysed one section of the polytechnic's work, and brought High Court

injunctions aimed at protecting Harrington's right to be taught at the polytechnic in the ordinary way, the court of governors and Dr MacDowall as their chief executive have been determined to stay on the right side of the law. It now appears that Dr MacDowall's relations with a section of his governing body had become increasingly strained and the ILEA members were ready to see him depart.

The ILEA's position in the matter is less straightforward. The Polytechnic of North London is set up under articles of government, approved by the Department of Education and Science, and intended to give the institution the insulation from local politics which is a minimum requirement for its status as part of public sector higher education. On the broadly-based governing body, only 7 of the 38 members are ILEA representatives. The ILEA foists the bill and approves the budget, but the director is responsible to the governors, not the ILEA. In practice, it hasn't worked out like this: the ILEA officers and inspectors are much involved, but the lines of responsibility should be clear and there should be

a real and defensible measure of institutional freedom.

If it transpired that the director had been leant on by the leader of the ILEA, directly or through her officials, it would be a serious matter. It is the job of the ILEA to defend the autonomy of London polys, not invade it.

The latest twist in the PNL story comes at a time when it had begun to look as if remarks of an allegedly inflammatory nature attributed to Patrick Harrington in the course of a television interview, might have contravened college rules about racist behaviour. These rules, which express ILEA anti-racist policy, are aimed at outlawing actions, including the uttering of words, likely to stir up racial antagonism. Given the ethnic composition of the student body at PNL, it is eminently reasonable to make incitement to racial hatred an offence against college discipline as well as the Race Relations Act. If Mr Harrington has, in fact, infringed these rules he has helped to defuse the situation - at least until the NF find another PNL standard bearer, or the

COMMENT

Paying Auntie's bills

The season of wrangling about the television licence fee will shortly open. As the debate gathers pace, we can expect politicians of all parties to indulge in a ritual bout of "beeb bashing", coupled with accusations that the BBC's request for a higher licence fee of £65 is a result of extravagance.

Joe Ashton's attempt to introduce a Bill to allow the BBC to advertise suggests that alternative methods of financing British television may find favour beyond the ranks of those anxious to apply free market principles and competition to monopolies regardless of the social effects. Mr Ashton's argument is that the licence fee demanded by the BBC is prohibitively expensive for certain categories of the population, especially pensioners and the unemployed; and there is certainly something to be said for trying to find ways of helping these disadvantaged groups to pay for their television licences and, more generally, arranging for payment to be made

weekly or monthly rather than expecting it to be paid in a lump sum. Yet to introduce advertising to supplement the licence fee would threaten a delicately balanced system and would have consequences far beyond the programmes offered by the BBC itself.

Television is, of course, a multi-faceted medium. At the most immediate level it offers popular entertainment. At another level, it is the major source of information about all aspects of British society and politics, so that it not merely provides the consumer with a series of programmes but it also shapes the perceptions and values of its citizens. It is a powerful educational tool; and it offers an outlet for writers who increasingly see television as an exciting medium in its own right.

The BBC is unusual in that it provides roughly 85 per cent of the material screened itself rather than relying on imports. This it does because of the need to fulfil cultural functions other than simple entertainment. Naturally, whatever the educational benefits of this, the fact is that in a medium so dependent on developing technology the production of these programmes is costly. At the moment, the BBC can use the licence fee, fixed for three years, to find a balance between its various roles.

The need to seek advertising income would undoubtedly tilt the balance towards programmes and schedules which catered for majority rather than minority tastes. Equally, if the BBC were to take advertisements it would remove the pressure on the independent companies to ensure that they provided programmes of standards and range comparable to those offered by the BBC. Such a mixed method of financing would also be costly and cumbersome to administer. In the long run the only people to gain from such a move would be the advertisers, whose costs would be reduced by the existence of more outlets. The tradition of high quality television, once destroyed would be difficult to recreate.

Far from silent nights

It is common knowledge that the schools in general and teachers in particular are to blame for every contemporary social evil. The latest demonstration of this comes with what is becoming known as the "We Wish You A Merry Christmas" phenomenon. All over the country small



boys (occasionally small girls, but usually boys) are appearing on suburban doorsteps, in ones and twos. They ring the bell and wait. When the door is opened, a voice begins a monotone chant. "We Wish You A Merry Christmas..." The householder is expected to fumble for a cupronickel coin, if possible before the end of the verse - certainly before the figgy pudding - and having exacted its toll, the posse moves on. All this is the product of teaching in

schools. The whole strategy is designed to encourage entrepreneurial instincts and the quest for productivity. The drill is clear. Do not sing anything till someone has answered the door. Go singly or in pairs because this permits effective market coverage by the smallest team of collectors. Restrict the singing to a single dull and tuneless verse. This encourages a fast response. Do not waste time learning other carols; only one is required to meet the grade-related criteria. Properly managed, the teaching of mendicant carol singing combines English, music, social studies, marketing, personal development/life skills and work experience. How long before the MSC takes it over?

no comment

"The chief inspector emphasized that the remedial teams were language teachers to help other teachers to deal with problems. They were not merely an extra pair of hands listening to children read in a number of schools." From the minutes of a recent meeting between Liverpool's director of education and the joint teachers' associations committee.

Second opinion

Why the NUT will stand alone

The decision of the National Union of Teachers to discontinue the talks in a structure working party cannot properly be called hasty or premature.

It was the NUT which initiated the establishment in 1981 of a working party of the Burnham Committee to review the structure of teachers' salaries. The union believed then, and is still convinced now, that the existing salary structure is divisive, restrictive and inadequate. The employers' side and the teachers' side of the working party have jointly agreed that there needs to be a new salary structure. The employers, however, have always argued that consideration of changes to the salary structure should be linked to the definition of duties and responsi-

bilities and to the introduction of annual assessment for salary purposes.

In July 1983 the employers revealed their determination to agree structure reform only if it was one element of a three-part package. The NUT has consistently argued against that approach but decided to continue in the working party. We did so in an attempt to maintain unity among the teacher unions; in the hope that the other teacher unions would recognize the trap being laid by the employers; in an effort to persuade the employers to deal only with the issues directly related to salary structure.

On July 13 it seemed that the union had been totally successful in two out of its three objectives, and could hope for some success with the third objective. At a residential meeting of the working party in June, the teachers' side was able to maintain a united front in response to the employers' package. At the July 13 meeting of the structure working party the other teacher unions recognized the trap which had been carefully prepared and systematically made by the employers. The agreed minutes record the determination of the employers to demand a substantial "trade off" in exchange for any agree-

ment on salary structure: "The management side conformed that their assumption of main professional grade also assumed the definition of contractual responsibilities as proposed by their side, together with assessment of teachers on the main professional grade."

Led by the NUT, the other teacher unions agreed to present to the employers six conditions which had to be met if there was to be any progress in the talks. On November 15 the employers presented their package of proposals based on the three elements - namely structure, duties and responsibilities and assessment - which they maintain are indivisible. The conditions set by the teacher unions were rejected. Sadly, only the NUT remain consistent in adhering to those agreed conditions.

The reason for having continued the talks no longer prevails. Unity with the other teacher unions is important but less so than the need to protect the professional concept of teaching. The employers' intentions are clear: they have linked conditions of service, assessment and salaries so as to trade one against another, trading which will always be to the detriment of teachers.

The employers' approach is an insult to teachers. It is based on their fundamental philosophy that teachers can no longer be trusted freely to discharge their professional commitments but, instead, must have contractually-defined duties and responsibilities, monitored and policed through the annual assessment for salary purposes.

The NUT alone rejects that philosophy. We believe that teachers today are as dedicated in their attitude and committed professionally as ever before. We believe that the demands on teachers have increased substantially during the past ten years. We believe that the principles used during the 1974 Houghton inquiry are as relevant today. Teachers in England and Wales should be entitled to have the increased demands of their job recognized and acknowledged by their employers as has been done in Scotland. Unless the employers can show that these demands are not being met, then teachers' desire to be properly rewarded for the job they do today. The level of that reward should be determined by applying the principles used by the Houghton Committee, and should not be dependent on some unnecessary "trade off" as demanded

by the employers.

The NUT is not afraid of being alone. It has consistently sought to promote the education service and to seek the establishment of teachers as highly qualified and skilled professionals with a key role in society. Isolation is no disgrace as the history of this country has shown. If we are to be alone in defending the professionalism of teachers, in arguing that they should be paid more for the job they do, then we will take pride in that isolation. The achievement of national salary scales, the abolition of payment by results and the establishment of equal pay for women were milestones in the union's history. They are a great inheritance and place their responsibility on the union which it will not fail. Those who read the proposals will understand what is at stake. Those who talk of "managing the teaching force", know full well what that euphemism means.

The NUT will be judged as being right by the profession, and eventually by parents and society at large.

Doug McAvoy

Doug McAvoy is deputy general secretary of the National Union of Teachers.

New rate grant statement dashes hopes on teachers' pay

by Mike Durham

Any hopes of the Government providing more money for teachers' pay were dashed this week by the announcement of the Rate Support Grant.

Local authority employers said last week they were awaiting the announcement before making an offer, following the breakdown of the structure talks. They warned it could not exceed the rise in local authority spending limits, which is thought to be about 3 per cent.

Mr Patrick Jenkin, the Environment Secretary, confirmed that figure on Wednesday. He said the rate support levels contained no assumptions about teachers' pay. "It is up to local authorities as the employers to decide."

Mr Jenkin announced grants of £11.8 billion for next year in 1986, a slight reduction in real cash terms on this year's figure, also £11.8 billion. The proportion of local authority spending financed from Westminster has dropped, however, from 52 per cent to 49 per cent.

The formula for expenditure targets includes two concessions to low-spending authorities, mainly Conservative-controlled shire counties which have complained in the past about the unfairness of the grant system.

Low-spending councils such as Berkshire will be allowed a slightly higher target. Councils such as Kent, Essex and Surrey which have kept close to target will be allowed a further relaxation of their targets.

Overall, shire counties do best out of the revised targets, with an increase of 3.5 per cent over last year. Metropolitan districts come next with an increase of 2.5 per cent. Outer London boroughs and the Inner London Education Authority do worst.

The four rate-capped L.E.A.s were this week counting the cost to their

budgets of the new rate ceilings imposed on them from next April.

Three of the authorities have been ordered to cut their rates next year, but the fourth, Brent, has been allowed a modest increase.

The worst affected is the Inner London Education Authority, which has been told to cut its rate by 7.62 per cent from the current level of 80p in the £ to 74.19p in the £ (compared with ILEA's intended 83.9p in the £).

The cut represents a drop in income of £66 million. But Mr Steve Bundred, ILEA's finance chairman, put the cost to the authority at more than £100 million because it had been planning a budget of £957 million, based on an increased rate.

Mr Bundred said it showed the Government's disregard for education and Inner London.

"Sir Keith Joseph accused us of scare-mongering when we said the reductions would mean cuts of £75 million. This shows we were not. It's not possible to reduce our budget by £100 million so there are no recommendations I could put before the authority to do so."

The London Borough of Haringey has been told to cut its rates by 3.15 per cent. At the same time its Government-set spending target has been frozen at this year's level of £128 million.

The L.E.A. expects to have to make savings of more than £20 million in order to meet the target, suggesting an education spending cut of about £9 million next year on its education budget of £264 million.

The authority has already prepared an "illustration" of the probable effects of such cuts, including complete closure of nursery classes, a run-down in the youth service, and the loss of 450 teaching jobs.

In Sheffield, rates will have to fall by 0.56 per cent. Last year they went up 4.7 per cent. The authority's 1985/86 spending target has been frozen at £216 million.

Mr Mike Bower, Sheffield's education chairman, said the cuts could mean the loss of about 350 teaching jobs. "On the basis of what Mr Jenkin has said, it seems as if the L.E.A. will be £12 or £13 million short of what it needs to maintain current services."

"Education's share of the shortfall would be about £7 million. We are absolutely convinced that we cannot find that kind of money from the education budget without severely damaging the service."

The London Borough of Brent has been given permission to raise its rates by 1.55 per cent, one of five rate-capped authorities allowed an increase. According to Mr Jenkin the increase would be even bigger without rate-capping legislation.



Mr Patrick Jenkin... L.E.A.s to decide

'Dull' secondary teaching attacked

Continued from page 1

and most needed more ancillary staff. Resources were often short for science, art and design, and other practical subjects.

One in a quarter of the secondary schools had poor buildings or derelict grounds, inadequate maintenance.

The response in the comprehensive schools was generally satisfactory - no one said "it was no better in the comprehensive than in the old school". But it was clear that the comprehensive schools were not doing as well as the old schools in some areas.

Mr Jenkin said that the comprehensive schools were not doing as well as the old schools in some areas.

Older children spent far too much time on "understanding and unprofitable" formal exercises in English, says HMI. "Standards of written work were highest in those schools in which a wide range of written assignments is expected and carried out," it says.

Mathematics was too concerned with computation, and did not relate to children's abilities. "Above all, mathematics should be more practical than it often is, and set within contexts where the work and results are important," says the report.

In science there was little planned progression, and "general" experiments were rare. "Basic" was poorly planned and often lacked progression.

Topic work often lacked coherence of any clear purpose, and even where curriculum guidelines existed outside mathematics and English, they were often ignored in everyday teaching.

HMI considers that the report suggests several priorities for in-service training. Primary schools should review the deployment of specialist strengths. There is a need to ensure a broad approach to the basics, with work grounded in first-hand experience.

Education Observer 2. Available free of charge from DES Publications Centre, Cusins Park, Watlington Lane, Watlington, Oxford OX1 1AE.

NEWS

Anti-sexist campaign launched by ILEA

By Adriana Caudrey

The Inner London Education Authority is launching its first comprehensive drive against sexism throughout the capital's schools.

A detailed document stating that sex equality must be top priority, and outlining the disadvantages suffered by girls, was approved by ILEA education committee this week.

Policy for Equality: Sex, is the latest in a series of ILEA publications which have so far concentrated on tackling race and class in schools.

The authority concedes that some schools have already taken steps to ensure the same education for boys and girls, but stresses that all educational establishments should be brought into line.

"Passive support for equal opportunities isn't enough to challenge sex stereotyping," the document says. Sexism does not merely entail "neutral segregation of the sexes", but "perpetuates the notion of male superiority."

The authority argues that boys also suffer sexist education, and both sexes can have their career prospects restricted by stereotyped attitudes.

"Sexual messages" are often conveyed unconsciously in schools, the document warns. It highlights how the "hidden curriculum" - that which is not taught intentionally - can be sexually stereotyped attitudes.

The publications, which will be circulated among school governors, heads, and teachers in the New Year, is the flagship of the authority's campaign.

It will be followed by a set of "pucks", recommending steps schools should take to ensure equality. Leaflets will also be distributed to parents.

The ILEA has also brought out a booklet specifically aimed at fighting sexism in geography. It is aimed at "putting women back on the map", by encouraging more girls to stick with the subject, and by recognizing and combating the inferior role women often receive in geography text books.

Women usually feature only in passive or domestic roles.

Schools cricket part of probe

by Bert Lodge

The state of school cricket will come under the scrutiny of the working party set up this week to examine training and standards of young players at sub-county level.

This was confirmed this week by Mr Brian Aspinall, secretary of the National Cricket Association, the representative body for the game below first class level.

The inquiry announced by the Test and County Cricket Board follows the poor form of the England team - 13 Test matches without a victory.

Mr Aspinall said the state of cricket in schools in some parts of the country

was a bit worrying. There were many causes for it, not just the profusion of recreational activities now encouraged by comprehensive schools.

He added: "The attitude of the head is all important. If he says it will be played then it is played. Facilities have declined, though, staff are not always willing and travelling away is restricted."

"But youth cricket among clubs is very strong and so is cooperation between them and schools. The problem comes at the point of moving forward into the first class game - getting the right apprenticeship."

Only Hounslow out of 96 authorities fails to make bid L.e.a.s take part in grants scheme

by Susannah Kirkman

Ninety five out of 96 local education authorities in England are to take part in the Government's £30 million education support grants scheme next year, despite the Association of Metropolitan Authorities' hostility towards the scheme. Hounslow was the only authority not to make a bid.

Out of 806 bids for money to support 12 specific educational areas, 560 have been given the go-ahead. The lion's share £23.26 million, has been allocated to 94 L.E.A.s to put the Cockerfoot Report into practice. The three hundred extra advisory teachers are to be used in primary and secondary schools.

The second largest sum, £2.25 million for 89 L.E.A.s, will go on the provision of computers for children with special educational needs.

But the DES will not allocate the £1 million set aside for the management and appraisal of school teachers unless there is progress in the pay structure talks between teachers' unions and the local authority associations. The money is expected to go to groups of local authorities who have formed consortia to work in this area.

Sir Keith Joseph, the Education Secretary, has said that the massive

response from L.e.a.s to the new scheme shows their belief that the grants will "help them to continue to respond effectively to changing demands".

But Mrs Nicole Harrison, whose own London borough, Haringey, has made a bid, and who chairs the AMA's education committee, said that the grants have nothing to do with generosity and everything to do with central government imposing its own priorities on the education service.

"It is our money Sir Keith is being so generous with," she commented. "Until now, authorities would have been free to spend that money on what they consider to be the priority in their particular areas. Now they have to make bids for the right to get any of their money back at all."

Mrs Harrison said that many authorities had wasted time and money preparing bids which had not been accepted.

A spokesman for Hounslow said that it would be likely to incur further penalties on the rates support grant if it contributed itself to the 30 per cent part in the education support grant scheme.

Half pupils fail to attend assembly

Nearly half of the nation's children do not attend a daily morning assembly at school, in contravention of the 1944 Education Act, according to a survey by the National Association of Head Teachers on behalf of BBC's Panorama programme.

Next Monday the programme will look at the workings of the religious education and worship aspects of the 1944 Act. The survey of around 4,000 schools also showed that only 68 per cent always held Christian assemblies.

REMEDIAL READING PROBLEMS A NEW APPROACH

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PLATFORM

Nothing but vinegar sponges



A metal work lesson at Edge End: every pupil has something to offer an employer.

Lord Young has said that he wants his new working group on 14 to 18-year-olds to produce proposals that will affect next year's summer leavers. I am very concerned that he should get it right. I care very much about what happens to young people. My whole working life has been spent in teaching them and thinking about what they need to learn. I have been a teacher for 33 years. I have taught in five secondary schools and been a headteacher in two. My present school, where I have been head for 10 years, has just been given a "School Curriculum Award", intended to do for schools what the Queen's Award does for industry.

I am not without some awareness of the "real" world. My parents began in cotton at 12. I have brothers and close friends in industry. I spend my days on the tightrope of employer-union discussion, in the tangle of health and safety legislation, and amid the problems of personnel management and public relations. More than a third of my staff have worked in industry. The school has a standing industrial liaison group. My world is as "real" as anybody else's.

What worried me was that nobody ever seemed to ask me, or people like me about the White Paper *Training for Jobs*, about the TVEI, or about the relationship between the VTS and education.

It also worried me that people like myself who know most about the practice of education have so little time to engage in the politics of education, the public relations or the propaganda of education. So it is that false statements go unchallenged.

Why have positive headteachers been unable to take part in current debates about standards, about objectives, about targets, about curricula? For the last 15 years there have been a number of demands on the energy and skill of school managers. Most have had to do with the very survival of the school one has been working in. I spent much of the time in the early seventies involved in contentious arguments about secondary school reorganization. In those arguments the self-interest of particular institutions often took precedence over questions about the education of young people. In Lancaster, scene of my first 10 years of debate, discussion, worry and anxiety about the future, have resulted so far in nothing, often due to the obstructive tactics of schools not controlled by the local education authority.

At about the same time came new proposals for 16 to 19 education. We attended conferences about N and F and CEE. It begins to seem like these have been seen.

It is little over 10 years ago that the school leaving age was raised with necessary and urgent work on revising what should be taught to the least able. The implementation of the Newsom report introduced the practice of offering clear vocational elements in the curriculum for everybody, and elements of choice, which would improve

motivation. This led to expansion of curricula in the 14 to 16 area and "new" subjects flourished everywhere. The retraining of staff to meet with the challenge of comprehensive education made further demands, as did the retraining of staff to provide for social education, and active teaching about relationships and responsibility. Some teachers have spent the last 15 years sitting on working parties for the reorganization of the public examination system.

Just when the new high schools were gaining confidence and clearly demonstrating their success, came the decision questioning the very basis of what was being taught. Schools were made the scapegoats for industrial decline.

Most of us tried to argue the case for schools by joining an ever-growing number of working parties, attending a proliferation of conferences, seconding more and more teachers to industry, and counting the number of ex-industrialists on our school staffs.

Meanwhile, the Government gave each one of us one computer. We found we had to devise ways of buying, or our diminishing resources, the software that goes with it, that we needed disc drives and printers. We found that computers bred and multiplied and had to be fed by cash from the PTA. We had to spend more and more time with the PTA, and with fund-raising schemes. Some of us wonder, at times, whether we are running a school or an amusement arcade.

At the same time, rolls in schools started to fall. Government cuts in public spending caused i.e.a.'s to cut staffing ratios. Precious courses, clearly bought by investment of staff in-service training and by expenditure of precious capitation allowances on equipment, are now under threat.

I spent five years of my life as a member of the central coordinating committee of a Department of Education and Science project on the national 11 to 16 curriculum. We published three red books in which we reported our work. One morning I left my home at 6am to travel to a meeting at the DES for 10.30am. There had not been time to read the morning papers and it was in some state of astonish-

ment and shock that we heard the news of the introduction of the TVEI. We were in the forefront of the movement to evaluate the 11 to 16 curriculum. Nobody had talked to us about this new scheme for 14 to 18-year-olds. The DES had not been consulted. We could only go on with the job we were then doing.

Let it should be thought that this was not much to carry on top of running a school of more than 1,000 pupils, let me say that our school has always been involved in strong links with schools in France and West Germany. I had myself chosen to study the organization and curriculum of a German school. In the last eight years I

being done in every Lancashire high school, life skills, outdoor pursuits, typing, business studies, computer studies, craft design technology, sciences, control technology. I suggested a consortium of the schools in my own district would find no difficulty in meeting the criteria for the degree of vocational training involved.

There would be one big advantage for us, but the discussion threw up two obstacles: we would be able to draw on the millions the Manpower Services Commission seemed to have at its disposal, but we would lose our professional prerogative to think or to plan and have to hand over our accountability to a body that was not accountable to the community.

The second problem for us was the word "training". Training we thought was for soldiers and circus horses. Training is, by definition, job specific. You can train a plumber. You can train a teacher, even a lawyer. We are still finding it difficult to know what the specific job which the title "training" implies for us. Nearby Lucas Electrical, Rolls-Royce and G-Plan take almost annual redundancy measures. For 14-year-olds destined to change jobs probably four times in their lives, we are happier with the idea of teaching a number of transferable skills. Our own authority is one of those which remains shy of the MSC.

We continue as we have always done, to prepare young people for jobs. Every single one of our 200 school leavers of '84 had something to offer to an employer. Every one had maths skills, every one English and communication skills, every one studied a science and a craft. Every one followed a life-skills, social education programme, had the opportunity for community service, works experience and a wide range of group activity and extra-curricular projects.

Forty learned how to type and gained office skills. Forty completed courses in the use of the microcomputer. Twenty-seven were learning surveying. 15 studied building skills, 15 textiles design; 12 left able to use French or German; 45 studied commerce; 150 practised design and craft skills using wood or metal; 149 were gaining a knowledge of physics, 62 of

chemistry, 152 of biological sciences and 15 applied physical science. Every one of them also had a humanities subject to help them to understand the nature of society. I hope that whatever Lord Young decides in the next six months, he will avoid damaging what is already good: that he will not throw out the baby with the bath water.

Schools do not lack the ability or the skills to do the job. What they lack is time and energy, ie staff, in the first place. Children come to us from local primary classes of 38. We have to deal with remedial work for basic skills in ever increasing numbers. We have to cope with other urgent aspects of education as well as training.

We have to work amid the tensions of a multiracial society where the assumptions and the priorities of parents are different from those which could be taken for granted even 10 years ago. Last week I attended a meeting of the Pakistan Welfare Association, of which I have been invited to be chairman. Tomorrow night it is a meeting of the community relations council about halal meat in schools.

Yes, time and energy. Like most i.e.a.s ours has cut out senior posts on school establishments to save money. There are fewer deputy heads and senior teachers to whom aspects of evaluation and planning could be delegated. Mr Lawson's economic plans include more cuts in teacher numbers.

The other resource schools need involves that unmentionable - public spending. It is gleefully reported as evidence of success of the TVEI how eager young people are for computer studies. We find the same thing: there are 80 out of 200 each year who want to learn computer skills. Only 40 can do so because of the plain logistics of the provision of computers and staff.

To fill my sponge with vinegar, I am actually invited this week to attend the opening of Business Support Unit at Accrington. This privately owned, profit-making MSC agency boasts of 6,000 square feet of space equipped by the investment of more than 100,000. While the public services system of education is being starved of money this new private sector is being encouraged to grow.

The unit will provide training in hairdressing. Our Nelson and Come tertiary college, just 10 minutes' drive from Accrington, is already turning on to the job market some 45 hairdressers a year.

I was so concerned about these matters that I wrote to Lord Young begging that he should consult the professionals. He has replied that he read my letter with interest, and sends me a copy of his Haldane lecture. He would be delighted to see me should I have occasion to visit London.

Donald Proud is headmaster of Edge End High School in Nelson, Lancashire.

A metal work lesson at Edge End: every pupil has something to offer an employer.

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I was so concerned about these matters that I wrote to Lord Young begging that he should consult the professionals. He has replied that he read my letter with interest, and sends me a copy of his Haldane lecture. He would be delighted to see me should I have occasion to visit London.

Donald Proud is headmaster of Edge End High School in Nelson, Lancashire.

Donald Frith sends an open letter to Fred Jarvis, NUT general secretary, explaining why his union should not boycott the pay structure talks.

When the talking has to continue...

Dear Fred,

We have known and worked with each other for a lot of years. I have no reason to doubt that the relationship has been one of goodwill and mutual respect, although we have not always agreed on particular issues. I have a high respect for the NUT because it has always given a very great deal of its wit and energy to important educational issues, and not just to "union" affairs. The quality of very many of its publications commands wide respect.

Against this background I feel impelled to urge you to do all that a person in your position can to persuade the NUT not to persist in its declared intent to boycott the structure working party. Of course, you cannot accept as they stand the proposals for a new remuneration structure for teachers. It would be surprising if the first draft of such a document from the management panel were anything other than a basis for discussion.

First, I assume that you would agree that the document contains much that is after your own heart. The proposals for the induction of new teachers would provide just the sort of conditions which many of us and not least the NUT, have long sought. The whole operation would generate a level of

NEWS

Mark Jackson investigates the background to this week's premature retirement of the Polytechnic of North London's ill-fated director, Dr David MacDowall

Ejecting out of the political cockpit



At the centre of the row: Frances Morrell, Patrick Harrington and Dr David MacDowall

Dr David MacDowall, director of the Polytechnic of North London will today sit in judgment on the student whose presence has led to the premature end of his own career.

Whatever happens to Patrick Harrington, the young National Front official who has plunged the long-troubled poly into its present crisis, its director will be gone by the end of the month. The mid-mannered historian who always wanted to avoid confrontation while presiding over one of education's political cockpits had hoped to slip quietly away into a subliminal year and a peaceful early retirement. Instead he is going out with as big a bang as his combative predecessor, Professor Terence Miller.

Dr MacDowall, who is 54, announced his decision to retire in an anodyne statement on Friday which gave no hint of any quarrel with anyone. But Monday's national newspapers carried interviews in which he launched a forthright attack on Mrs Frances Morrell, the leader of the Inner London Education Authority, denouncing her actions, her motives, and her style, and questioning the propriety and legality of her conduct towards him. In a TVEI interview later he turned his anger on the polytechnic itself, alleging that it harboured a Marxist cancer.

The issue which had triggered Dr MacDowall's retirement, resignation, or "dismissal" - he and the ILEA's leaders have between them used all three terms during the past few days - is the disciplinary proceedings against Harrington. These concern allegedly racist statements the National Front student made in a television interview two weeks ago. Another student lodged a complaint against him under the poly's new code, which requires the director to investigate the alleged behaviour and empowers him to discipline a student, subject to an appeal to the court of governors.

The code, which has only just been approved in its present form, now prohibits "racist activity or behaviour".

Mrs Morrell and some of her senior colleagues felt that the poly authorities ought not to be leaving it to a student to bring, as it were, a private prosecution. They wanted the poly management to become the complainant, not for any practical reason, but as a symbolic act.

The authority's politicians, and a good many of their officers, are dedicated to confronting and combating racism throughout London's educational system. It is a defined priority objective, perhaps the priority objective, for the schools and colleges under its control, and is proclaimed loudly and often.

The Harrington affair has, fairly or not, appeared to many blacks and other people to put ILEA's anti-racist commitment to rest. Many were angry when, faced by the first student demands early this year that he should be excluded from the poly, the ILEA leaders defended his right to an education under special arrangements. Then Harrington began his series of court actions against the picketing students who were keeping him from lectures, the lecturers who supported them, and the poly itself.

As students were jailed, and lecturers were threatened with punishment for refusing to identify pickets for the court, so criticism grew of the authority for its failure to act against Harrington or to aid his opponents.

In fact, there was little that the ILEA could do. It was not simply that, once the court had ruled that the National Front organizer must be admitted to normal lectures and seminars, it would have been illegal to adopt any other course. The fact was that North London, like the other London polys, is an independent institution which, although paid for by ILEA, is run by a directorate who are responsible only to the governors.

In the last resort the ILEA has ways - as was demonstrated by the departure of the last director and now by the fate of Dr MacDowall - of bringing the polys to heel, but it cannot give direct instructions of the sort it can issue to its own colleges and schools.

But its inability to satisfy the demands for action was not the only, or the main, frustration which the ILEA leaders felt about the polytechnic's



Scenes earlier this year outside the polytechnic as Patrick Harrington arrives under police escort to attend lectures

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servant and I am not prepared to sail close to the wind," he explains.

Until last week, however, Dr MacDowall appeared to be able to count on the governors' support. In complying with the instructions of the High Court until such time as he could be persuaded that they were impracticable he was carrying out their agreed policy.

On Monday of that week, the governors met for a six-hour session at which a good deal of criticism of the director was voiced.

An attempt by a minority to overthrow the policy of complying with court orders was unsuccessful, but Dr MacDowall did not get the extra powers he sought to discipline staff whose actions prejudiced that policy.

There were some governors who knew his days were numbered, either because they realized he was thinking of retiring before long or because they knew of the mounting dissatisfaction in top circles at County Hall.

But no one can have realized how few was the number of days left. In a sense Dr MacDowall was a victim - if retirement at 54 on the terms of the 76,000-strong union agreed to consider the ideas outlined by Mr John Pannam at last month's Bournemouth meeting.

The council also endorsed the pay claim put forward by the union's executive of 20.5 per cent as first step in restoring the Houghton award level of 1974.

EEC team reshuffle

by Anne Good

EEC education and vocational training policy will be the responsibility of Mr Peter Sutherland, a commissioner from the Irish Republic, when the new 14-man European Commission takes over on January 6.

Mr Sutherland will inherit half of British Commissioner Mr Ivor Richard's portfolio, getting social affairs along with competition. The other half, employment, goes to West Germany's Herr Alois Pfeiffer, who also gets economic affairs.

This reshuffle means that the direction which EEC education and training policy has taken for the past four years may well be lost.

One of Mr Richard's first acts as commissioner was to negotiate the transfer of education from the unbrella of science and research to social affairs and employment. This made it easier to create what he believed were much needed links between education and training on the one hand and general employment policy on the other. These links may now be broken.

Mr Sutherland, at 38 the youngest of M Jacques Delors's team, comes from a background in law and high level policy making in the Fine Gael party, one of the two party's forming Ireland's governing coalition.

Education is not one of his major interests and observers believe that when Spain and Portugal join the EEC social affairs will be ceded without difficulty to one of their commissioners.

But for the time being Mr Sutherland, both bright and ambitious, may be sensitive to the education and training of Europe's youngsters coming from the country with the youngest population in the Community.

Offer considered

College lecturers have given the go-ahead to the leaders of their union, NATFHE, to explore proposals put forward by the employers side of the Bournemouth panel on re-structuring pay and conditions of service.

On Saturday a council meeting of the 76,000-strong union agreed to consider the ideas outlined by Mr John Pannam at last month's Bournemouth meeting.

The council also endorsed the pay claim put forward by the union's executive of 20.5 per cent as first step in restoring the Houghton award level of 1974.

DON'T VAT THE PRESS

There are strong reasons to believe the Chancellor of the Exchequer is planning to impose VAT on your magazine. Such a move would turn the clock back 130 years - the last tax on newspapers and journals was repealed in 1855. Since then 'No tax on knowledge' has been a principle agreed by all Governments, even in the darkest days of war. A free Press is a tax-free Press. No Government should be given the power to impose financial pressure on a Press it may not like. Tell your MP to say 'NO' to any tax on reading.

Issued by the Periodical Publishers Association, London

Universities to accept AS levels

by Susannah Kirkman

Entrance. A few would even reduce their grade requirements for those offering contrasting subjects.

Admissions tutors for interdisciplinary subjects like geology and archaeology have normally welcomed the new proposals and have suggested that AS levels are particularly appropriate for their courses.

At the time of the DES by the Universities and students' depart-

ments are the only ones who have held back, although they have said that they would support subjects like applied statistics and computer sciences at AS level.

However, the universities have confirmed that applicants who have not had the opportunity to take AS levels will not be at a disadvantage.

Universities are showing they are prepared to play more than lip-service to AS levels.

The majority of university departments have now confirmed they would accept candidates with two AS and two A levels on the same footing as applicants with three A levels, according to a spokesman for the DES by the Universities and students' depart-

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NEWS

Mike Durham on a report which says failure to take unpopular decisions wastes up to £150m a year

L.e.a.s accused of 'ostrich' attitude to school closures

by Mike Durham

Up to £150 million of public money is being wasted annually because education authorities are not closing or merging redundant secondary schools fast enough, a report by the Audit Commission claims today.

It alleges that a "disturbing number" of L.e.a.s are adopting an "ostrich-like attitude" towards the economic and educational problems of falling school rolls, and says they are too willing to back down in the face of public opposition to school closures.

The Audit Commission also criticises the Education Secretary, Sir Keith Joseph, for turning down too many local authority reorganization proposals, and thus, it claims, further slowing down the rate of school closures and amalgamations.

The report, one of a series on value for money in local government finance, is only concerned with non-teaching costs in secondary schools. A separate report on teaching costs is in preparation.

The Commission says that, overall, between £100 million and £200 million a year could be saved if local authorities managed their secondary non-teaching costs more efficiently.

Of this, by far the biggest proportion – the Commission estimates between £100 million and £150 million – could be achieved by better management of secondary reorganization. Other areas for greater efficiency are maintenance, cleaning and more delegated local powers.

The report says there are already 500,000 surplus places in secondary schools. It predicts that by 1990, more than a million spare places will exist – a quarter of today's secondary school population – unless action is taken.

Every place eliminated saves £230 a year at current prices, the report says. It goes on: "The costs of failing to rationalize secondary school capacity are not merely economic. Indeed, almost all proposals to close secondary schools are made not on economic grounds at all, but on educational ones; there comes a time when L.e.a.s cannot afford to provide teachers to support a reasonably broad curriculum in small schools."

The problem is urgent. But the report alleges that local authorities frequently refuse to face up to it. "Many authorities appear to be adopting what can only be described as an ostrich-like attitude – in the hope that something will turn up to make the closures unnecessary."

The study provides a disturbing number of examples of refusal to face the economic and educational consequences of failure to bring capacity in line with demand.

The Commission cites one, unnamed authority which has reduced

numbers in large secondary schools rather than consider the alternative strategy of fewer, but larger secondary schools – despite an expected 30 per cent drop in pupil numbers.

Another L.e.a. with a spare capacity of 20 per cent expected a further drop of 30 per cent – which meant its secondary schools would soon be half empty. Yet the authority had put off considering the problem until after local elections in May.

The report blames delays, and refusal to consider school closures in many cases, on the willingness of local authorities to bow to public pressure rather than take an unpopular decision.

School closures are "painful for all concerned and almost invariably end in counter-voicerous local opposition from parents, governors and staff".

Lincolnshire's county education officer, Mr F G Rickard, told the Audit Commission's team: "There are only two events that will fill the Empire Ballroom in Skegness – a Miss England contest and a meeting to discuss secondary school reorganization."

At the same time the Commission criticizes Sir Keith for turning down what it regards as an acceptably high proportion of reorganization plans submitted by local authorities.

Last year, Sir Keith considered 89 proposals. Of those, 64 per cent were approved, but 7 per cent were modified by the Secretary of State and 29 per cent were turned down.

"The consequences of the Secretary of State turning down reorganization proposals are serious", the report says. L.e.a.s will be discouraged from submitting proposals in future. The number of reorganization proposals submitted by local authorities has reduced

mitted to Whitehall has already fallen, the report claims.

It says: "Reorganization proposals should only be turned down in the most exceptional circumstances and then only for stated reasons which will help to avoid the L.e.a. making a similar 'error' in the future."

"A turn-down rate of more than, say, one in 15 is likely to be very damaging – even this implies eight L.e.a.s with a 'bloody nose' every year."

The Audit Commission calls on every L.e.a. to undertake a comprehensive review of its secondary school capacity, to determine what changes are needed. At present, it says, systematic analysis of the problem is the exception rather than the rule.

The L.e.a.s should then calculate the cost of doing nothing, before considering the options open to it or embarking on public consultation.

Only then can informed decisions be taken, the Commission says.

It urges L.e.a.s to hold "very thorough and time-consuming local consultation" on the options, and consults that the best means of defusing local opposition to school closures is by being as open as possible.

Local authorities should have the political courage to act, despite opposition by small local groups, adopting a comprehensive rather than "piecemeal" approach with clear incentives for school closures, such as ploughing back savings into the education budget.

"The problem is urgent and the costs of doing nothing are unacceptably high in many cases: the quality of education suffers, annual non-teaching costs borne by the ratepayer will be higher than they need be and money badly needed for other purposes is wasted", the report concludes.

The Audit Commission claims that local authorities are lagging 20 per cent behind the Government's stated target, which is to eliminate two out of five surplus school places.



Gordon Cunningham



Nicole Harrison

Authorities hit back at 'narrow-minded' audit criticisms

The Audit Commission's report has been attacked as narrow-minded by a local authority spokesman, who accused it of "unjustly assuming that L.e.a.s are not planning properly for the rapid contraction of secondary education."

Mrs Nicole Harrison, chairman of the Association of Metropolitan Authorities education committee, said: "It takes money to close schools. We have not been able to convince parents that there is something to be gained for their children from mergers and closures."

"How can we do that if we are proposing to pack more and more children into inadequate, substandard accommodation?"

"The report has a narrow-minded approach to school reorganization," Mr Gordon Cunningham, education secretary of the Association of County Councils, said that despite the problems of public opposition to school closures and delay at having schemes agreed by

the education department, local authorities were well on target in taking places out of use.

He added that authorities would like to spend more on school maintenance. "Authorities have been forced to cut maintenance because of the constraints imposed on them", he said.

Mr Christopher Tiplie, Northumberland CDO, who advised on the report in its early stages, said he was disappointed that it emphasized L.e.a.s' alleged failure to close schools.

He said the problem of falling rolls was patchy and the report could give the impression that it was general. He added: "Most education officers will sigh and say they have heard it all before."

"Nevertheless, people should not be put off by unhelpful, headline-grabbing material, and read the report," he recommended the Audit Commission's recommendations about school maintenance, cleaning, and delegated powers.

Bigger say in spending urged for heads

Secondary school headteachers and governors should be given more delegated powers and responsibility for achieving value for money in their schools, the Audit Commission recommends.

It says that in a typical secondary school, more on-the-spot financial control could save more than £100,000 a year on non-teaching costs such as energy consumption, telephone bills, books, and support staff.

At present, heads and governors control less than 5 per cent of a school's spending. The Commission says the figure should be more like 25 per cent.

But, the report warns, the ground would have to be properly prepared. Heads and governors would need special training in financial management and pilot schemes would have to be introduced.

Other areas for savings identified in the report are school maintenance and cleaning operations.

The Commission says L.e.a.s should spend more money, not less, on maintaining school buildings. It claims cuts in maintenance budgets are a false economy leading to higher expenditure later.

At the same time the level of day-to-day maintenance could be reduced and efficiency increased by employing "handypersons" instead of the traditional caretaker, and making more use of direct labour organizations.

It claims up to £50 million a year could be saved by making school cleaning more efficient. Performance and targets should be monitored and productivity improved. The report does not express an opinion on the desirability of privatization.

The caretaker then disclosed what had happened. As a result one teacher visited the council's Central Asbestos Register, where he unearthed evidence of two removal exercises. He and other teachers believe a third removal was carried out, but the school was not told.

Mr Davies has accepted the apology and considers the matter closed.

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NEWS

David Lister talks to the ex-president of the Association of University Teachers about threats to higher education

Lecturers under attack

Higher education has for the last couple of weeks been making one of its relatively rare incursions into conversation at the suburban bar, the suburban breakfast table, and stranger still, the corridors of the House of Commons.

An increase in parental contributions to student maintenance awards allied to the threat of charging part of tuition fees to better off parents, has concentrated minds wonderfully on the severe financial difficulties of higher education, and the harsher and more damaging choices having to be made in that sector.

It is the effects of what is now three years of retrenchment that will concentrate minds at next week's conference of the Association of University Teachers. Years that have seen an astonishing one in six staff leave the campuses altogether; an erosion in pay that, according to the union, making it increasingly difficult to attract talented new recruits; and an increase in short term contracts, damaging to long-term research, which now accounts for a quarter of university academic staff.

The other spectre facing the AUT is the government's ever more resolute moves towards ending tenure (the right of university lecturers to continue in employment until retirement age unless they commit a grave misdemeanour). Legislation to end this, at least for new lecturers, is likely in the 1985-86 session of Parliament.

In the view of the AUT, the ending of tenure would not only worsen their conditions of service, but, more insidiously, threaten academic freedom by making lecturers fearful of offending by making lectures fearful of offending by the Government.

This is certainly the view of Dr Bill Stephenson of University College, London, who has recently stepped down from his year's presidency of the AUT.

"If this threat to tenure goes ahead, we will have a very conservative system with people fearful of saying what they really believe. Will a university academic ever again have the courage to stand up and say the DIPS's policy on whooping cough vaccine is wrong?"

When Dr Stephenson became AUT junior vice president, the Government had just announced the traumatic 1981 round of cuts for universities.

In the institution where he worked, Bedford College, he was forbidden to buy books, money spent on cleaning and maintenance dropped, and one in six staff in the whole sector opted for voluntary redundancy. For the AUT the fight was to avoid any compulsory redundancies.

Particularly depressing for the union was the feeling that neither the vice chancellors, nor the UGC were really on their side. Tensions clearly still remain.

"One of the features of the last three years," says Dr Stephenson, "has been the lack of leadership of the UGC and CVCP. The UGC's Achilles Heel was that they actually believed in monetarism. They didn't think the cuts would happen to them."

The current chairman (Sir Peter Swinnerton-Dyer) has an obsession about tenure.

With the publication of a government Green Paper on higher education now imminent, Dr Stephenson sees the AUT moving from the defensive to the offensive. It will stress the need for expansion, and the relatively small proportion of young people that now go to higher education.

"The idea that we are going to shrink our system and put our graduate output by 30 per cent, which is what the DIPS was proposing, doesn't make sense. When the recession goes, there is going to be a real shortage of graduates. These things don't come to light for some time. But we now have a dip in graduates in computer sciences, engineering and mathematics, all because of the ill-thought-out cuts of 1981."

We must also have more social science for 18-year-olds. As an admissions officer with Bedford College I am convinced by the evidence that we need more social science for 18-year-olds. As an admissions officer with Bedford College I am convinced by the evidence that we need more social science for 18-year-olds.

Attractive to many users. The RL 2301/1, for example, was found to work well not only as a TV receiver, but also as a monitor when used with a variety of microcomputers. The RGB input will accept outputs from micros like the BBC, RML, 4802, One I Electron etc., without the need for encoding and modulation on a UHF signal, giving a clearer display with less chance of colour distortion or patterning. Its performance is praised and the versatility of the unit with the ability to act as an RGB monitor and TV receiver will make the model attractive to many users.

Multi-purpose unit. Of the RL 2301/M, the Bureau's technical report points out that "it can be used with a number of microcomputers, as a monitor with video equipment, and it allows signals received off air to be available for recording and distribution." The report concludes that the RL 2301/M can be offered for consideration. For those who cannot afford

It is safe to predict that the parlous state of scientific research (with nearly half the projects the research council itself thinks worthy of funding being rejected because of lack of money) and the cuts in teaching and non-teaching staff, will be raised at the conference next week. Like their schoolteacher colleagues, the dons are fed up with the erosion of their salaries.

"Over the past five years, there has been a 25 per cent real term decrease. This has led to tremendous demoralization. New blood posts in areas like biotechnology and computer sciences, where we are competing with industry, are becoming particularly difficult to fill."

This year, after what the AUT considers the bitterest salary negotiations ever, they were awarded a 4.6 per cent increase, plus £150 for lecturers, stuck at the top of their scales (nearly 50 per cent of the profession).

The lowest starting salary is now

£8,920, and a lecturer on the top of the scale will get £15,000. "It is a bit galling," says Dr Stephenson "seeing a police constable earning more than a new lecturer, who will usually be about 27 and will have had six years training."

Calling as the perceived low level of salaries may be, there is no doubting what Dr Stephenson and the AUT see as the biggest issue facing them, and the issue which will dominate the 1985 conference. If not next week, it is what he describes as Sir Keith Joseph's bombshell – the proposal to send in statutory commissioners to every university to change university charters so that lecturers can be dismissed for reasons of financial exigency i.e. the ending of tenure for new lecturers.

It will be interesting to see whether this threat to higher education arouses the Tory back-benchers and the middle classes as much as the increase in student grants.



Dr Bill Stephenson: Lecturers' union will fight back

ITT BRIDGES THE MONITOR GAP

The accusation has often been levelled at manufacturers that with so much attention paid to the computer, its peripherals are often left behind in the struggle for performance and affordability. Until recently this has been particularly true in schools.

With the great majority of schools in Britain now having at least one micro-computer in the classroom, teachers are quite rightly beginning to ask more of the various add-ons which the educational computing revolution has brought with it.

Doing justice to graphics. Take the monitor for example. It's all very well buying a micro which offers outstanding high resolution graphics, but it's not much use to anyone unless the screen which reproduces them does them justice. Children, after all, are usually much more interested in what they see on the screen than in what is going on inside the computer itself.

One thing is certain. The faithful old television is rapidly proving itself inadequate for most educationalists' needs. The problem is that dedicated monitors do not come cheap and schools still need off-air facilities – particularly for the plethora of schools broadcasts to which we are treated these days. The ideal, of course, is a monitor which meets both requirements but unfortunately these are still comparatively few in number.

Monitor and TV in one. One of the few companies which has tackled this dilemma head-on, however, is

ITT, which recently introduced a complete range of receiver-monitors in a variety of screen sizes which are designed primarily for use with most types of microcomputer found in schools, but are also perfectly suited to almost every other kind of audio visual presentation.

In short, buy an ITT receiver-monitor and you buy not only a good colour monitor, but also a TV set and good quality screen for replaying video tapes or discs.

With shop prices as low as £215 (+VAT) for a 14-inch tube receiver-monitor, ITT certainly seems to have cracked this particular problem. And if the evidence of ITT's widespread success in supplying to schools is anything to go by, most teachers would appear to support the company's initiative.

A RANGE TO MEET EVERY NEED. ITT's receiver-monitor range comprises five models. RL 2301/1 (up to £280). A 14" tube colour portable receiver-monitor with eight channel tuner (channel 8 VCR-ready), Automatic Frequency Controls and RGB inputs for easy connection to the latest colour graphics computers and video sources. The RL 2301/1 comes with a flush control panel and unobtrusive carrying handle.

RL 2301/M (up to £310). A more versatile version of the RL 2301/1, with the same features plus audio and composite video input/output for direct connection to video recorders and

disc players – giving outstanding quality on playback, the facility to add up to 15 screens from a single composite source, and a headphone socket for easy listening. RGB at TTL and 1 volt levels makes it particularly suitable for use on school computers including the RML 3802.

RL 2301 (up to £299). Similar to the RL 2301/1, but also with composite video input for computers giving that output as well as RGB. The ITT receiver-monitor's analogue video and RGB inputs will match perfectly newer computers giving more than 8 display colours.

CT 2700/M 6 CT 2600/R (around £350). Full-size 26" and 22" tube sets, with all the features of the RL 2301/M, plus a 16-channel tuner and the higher resolution given by a larger screen size.



EDUCATION TEST BUREAU GIVES ITT MONITORS TOP MARKS.

As a means of checking its receiver-monitor range in terms of its suitability for school use, ITT recently submitted its two most popular 14-inch tube models (the RL 2301/1 and the RL 2301/M) to the Training & Educational Systems Testing Bureau for an independent assessment. Both receiver-monitors acquitted themselves well under the Bureau's stringent tests.

Attractive to many users. The RL 2301/1, for example, was found to work well not only as a TV receiver, but also as a monitor when used with a variety of microcomputers. The RGB input will accept outputs from micros like the BBC, RML, 4802, One I Electron etc., without

the need for encoding and modulation on a UHF signal, giving a clearer display with less chance of colour distortion or patterning. Its performance is praised and the versatility of the unit with the ability to act as an RGB monitor and TV receiver will make the model attractive to many users.

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to purchase individual display devices for different purposes, or who require a multi-purpose unit.

Bearing in mind that there is no shortage of companies anxious to muscle in on the education market, teachers would be well advised to think carefully about how well their envisaged purchase performs under objective scrutiny. It is comforting to know that ITT has made an effort to bare its chest in this way, and it must surely be given credit for that by anyone purchasing monitors for their school.

For further information ring 0268 3040, ext 343.

Staff warned not to join in games

by Richard Garner

Schools should avoid organizing staff v. pupils sports matches because of the legal risks involved, says a teachers' union.

The advice from the Assistant Masters and Mistresses' Association follows a High Court judgment that a PE teacher and his local education authority were negligent over an injury to a pupil during a rugby game.

The court was told that the 26-year-old south London teacher, had decided to join in a game of rugby by he supervising because one team was short of players.

During the game he tackled the 15-year-old pupil and – although he had no intention of harming him – the pupil was thrown backwards to the ground. The boy's back was weak and he suffered permanent injury – for which he was awarded £12,000 damages.

The High Court found that the teacher had committed two cardinal mistakes: he had allowed himself to participate as a protagonist for one side, and had inflicted "an unlawful and dangerous tackle against the boy".

As a result of the case, Mr Philip Lott, AMMA's solicitor, has outlined some "crucial guidelines" for teachers organizing games.

1. Teachers and adults must not take

part as active members of one team of pupils against another in body contact sports such as soccer, hockey, basketball and rugby.

2. Staff v. pupil matches are "gravely unwise", unless there is a deliberate and unmistakable balance of size, weight and strength in the teams.

3. When supervising body-contact sports, staff may participate in terms of demonstrating skills and keeping the game moving, but must avoid intentional physical contact, such as tackling.

4. The demonstration of skills involving physical contact (including tackling) directly with pupils is not outlawed. However, it must be controlled, geared to the pupils' size, strength and ability and never be in the potentially hostile context of a game in progress.

Mr Lott concludes: "Failure to observe these guidelines could leave games teachers in serious danger of being summoned to a legal 'early bath'."

5. The National Union of Teachers has written to the eight directors of education in Wales asking them to take out personal accident insurance for pupils and staff engaged in activities involving risk.

Care order lifted

A care order on two Mid Glamorgan boys whose mother refused to allow them to receive corporal punishment has been lifted by Cardiff Crown Court.

The boys' mother appealed against the decision on Tuesday and has now agreed that they should continue their education at a school which has banned corporal punishment, but is 12 miles from their original comprehensive, which insisted they should be subjected to its disciplinary procedures.

The Labour spokesman for education on Brexit council, north London, has called for a top-level investigation into an alleged cover-up surrounding the removal of asbestos from a school in the borough.

Mr Ron Anderson, an education committee member, and several teachers, suspect that the removal of asbestos from the school was a cover-up for the most potentially lethal blue variety, from two boiler houses at Sladebrook School, Harlesden, was deliberately kept secret from them.

They fear that the health of staff and pupils may have been endangered through possible exposure to fibres in the atmosphere.

Mr Anderson has asked Mr Michael Richard, chief executive of the borough, which is Tory-controlled, with Liberals holding the balance of power, to commission a full report into the circumstances surrounding the discovery and subsequent removal of the asbestos.

He wants to establish whether the council's avowed "open policy" on asbestos was flouted.

Mr Anderson has also written to Mr Adrian Parsons, Brent's director of education, demanding that the matter be thrashed out at the next education committee meeting. He told THE TES: "This case points out the need for more consultation between council officials and school staff, in order to keep them in the picture, thereby allaying fears, and putting a stop to rumours."

According to the council there was no intentional "cover-up". But a spokesman admitted that Mr Sandy Davies, the headteacher, had not been warned of the removal exercises and this was an oversight. He said the council had duly apologized to the school governors.

Mr Davies has accepted the apology and considers the matter closed.

Asbestos removal sparks cover-up row

by Adriana Caudrey

The Labour spokesman for education on Brexit council, north London, has called for a top-level investigation into an alleged cover-up surrounding the removal of asbestos from a school in the borough.

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NEWS

Place less stress on homework marks, say heads

by Richard Garner

Teachers should not place "undue emphasis" on marks awarded for homework, according to the National Association of Head Teachers.

In a memorandum this week to the DES it says that the quality, not the quantity, of homework is more important.

The NAHT, in its official response to the DES discussion paper *The Organization and Content of the 5-16 Curriculum*, adds: "Schools should give

greater consideration to the purposes and relevance of homework. Undue weighting should not be given to homework marks as is often the case. "We believe that the time has come for schools to consider homework in two distinct ways:

● As a reinforcement of work done in schools and the training in study skills; and

● As a shared programme of interesting activity, relevant to the school curriculum, which would be negotiated between parents, teachers and

pupils."

The NAHT paper says homework can be a good way of reinforcing what has been taught or learnt at school and is a way to develop self-discipline.

But against this it sees homework as "part of something handed down from public schools to grammar schools to all schools as a way of 'keeping the children occupied' or 'passing the time', albeit usefully."

Many children generally dislike the amount and the nature of what they are given to do. They avoid doing it or

do it on buses, at breakfast or while watching television.

The NAHT says many pupils resent having so much homework because it prevents them taking part in clubs or out-of-school activities. "None of this is conducive to educational aims."

In addition the amount of homework given and the time taken on it by conscientious pupils can often lead to "excessive tiredness" in the classroom.

"Above all, the home conditions of a vast number of pupils are totally un conducive to doing homework."

It says it believes that a "management by objectives" approach to curriculum is "narrow and dangerous, adding: "The child must be seen as a developing individual and not as a recipient of a package deal."

However, it welcomes the reference in the document to "religious education" - reminding the DES of its conference decision to press for the wording of the 1944 Education Act to be amended so that it refers to "religious education" rather than "religious instruction".

SCHOOL STANDARDS AND SPENDING
Selected indicators used in SB 13/84

Education authority	School leavers with specified academic attainment: percentages				Socio-economic variables					Resources variables		
	1 + at A levels		5 + at higher grades ¹ at O level/CSE	2 or less at any grades ² at O level/CSE	No grades ³ at O level/CSE	High socio-economic group ⁴	Unemployment rate	16-18 Unemployment rate	Supplementary benefit	Non-white children	Teaching expenditure	Non-teaching expenditure
	%	%	%	%	%	%	%	%	%	%	£/pupil	£/pupil
London	9.69	13.37	28.63	18.83	14.55	9.80	11.02	13.02	7.89		863	366
Barnet	27.80	35.85	15.41	8.81	44.11	6.20	5.69	8.82	30.88		707	388
Bexley	15.27	25.31	11.12	7.65	31.42	5.62	7.48	8.51	8.05		613	365
Brent	13.42	17.82	22.10	10.12	25.12	10.10	7.52	13.85	10.74		718	317
Bromley	18.31	28.83	14.98	9.03	48.37	5.22	6.00	6.74	9.05		850	388
Croydon	18.08	25.32	16.83	10.25	36.76	6.09	7.44	8.59	21.25		824	404
Ealing	13.14	19.28	22.14	13.88	26.84	8.42	6.53	10.85	45.10		721	443
Enfield	16.34	22.88	16.03	11.10	31.03	6.80	6.77	10.44	25.83		641	311
Haringey	11.38	14.76	26.82	19.88	24.61	10.88	11.17	21.00	50.21		781	531
Harrow	26.87	37.19	8.80	6.26	41.35	5.41	6.77	6.58	25.45		780	515
Hevering	16.88	25.22	14.70	7.03	30.00	6.17	6.83	8.27	4.88		681	352
Hillingdon	15.20	21.39	14.52	10.82	32.26	6.72	6.56	7.35	13.20		653	376
Hounslow	17.08	22.24	19.43	12.87	25.65	7.07	7.51	8.46	28.69		686	376
Kingston-upon-Thames	21.62	31.34	15.27	5.44	44.17	4.99	4.71	6.08	14.80		644	323
Merton	16.84	24.49	16.28	12.70	33.94	6.01	6.86	8.38	21.82		606	302
Newham	7.40	11.34	35.33	25.14	11.73	12.63	14.02	18.95	40.80		701	418
Redbridge	16.15	25.68	19.29	9.35	34.73	6.54	7.46	6.82	20.98		688	410
Richmond-upon-Thames	32.40	27.84	16.38	11.83	48.36	6.41	5.18	6.87	16.35		707	548
Sutton	24.06	33.52	12.68	6.57	39.48	4.63	5.05	6.29	9.17		618	342
Waltham Forest	11.21	16.20	25.94	15.27	20.99	8.54	9.73	12.41	30.88		788	423
ILEA	10.47	14.41	29.33	20.89	20.84	11.59	13.27	21.71	34.55		853	465
Metropolitan districts	11.85	18.76	21.71	14.42	18.52	11.11	18.01	22.59	26.72		851	271
Birmingham	12.62	21.88	16.30	11.63	19.81	15.05	12.74	17.01	17.25		839	310
Dudley	13.40	24.66	15.26	11.76	25.98	10.78	11.10	13.58	6.68		618	280
Sandwell	7.83	13.14	24.18	17.88	12.93	15.35	15.17	18.28	21.10		661	307
Walsley	16.33	26.34	9.51	4.53	37.28	9.04	8.85	13.85	4.34		813	252
Wolverhampton	12.78	19.89	20.63	15.40	21.13	13.55	12.72	16.88	13.03		687	316
Knowsley	9.56	16.52	23.05	14.82	15.73	16.08	15.19	20.00	27.30		683	336
Liverpool	7.60	12.45	31.38	21.13	10.88	22.61	22.43	35.31	7.78		706	358
Liverpool	11.98	18.30	30.72	19.41	14.28	18.82	20.41	28.80	3.88		684	423
St Helens	14.89	22.82	20.39	14.48	22.36	12.42	13.81	13.86	1.88		684	334
Sefton	17.75	28.01	17.67	10.68	31.07	12.39	12.62	13.59	2.51		638	275
Wirral	15.39	25.81	15.65	8.42	28.87	13.28	12.48	18.82	2.89		837	292
Bolton	13.76	23.22	20.28	11.70	28.84	11.88	10.37	16.72	7.76		641	257
Bury	14.19	26.39	18.85	10.42	31.26	8.86	8.12	10.45	6.86		652	342
Manchester	9.94	15.78	32.84	21.14	14.72	16.57	16.14	28.42	14.68		749	402
Oldham	7.15	12.82	26.08	17.88	21.82	11.06	11.11	14.85	10.48		589	290
Rochdale	12.88	17.97	24.39	17.39	23.82	12.83	12.85	18.88	10.48		686	330
Salford	17.51	18.95	24.35	14.44	18.45	13.90	14.41	15.86	3.87		684	316
Stockport	17.38	26.98	15.98	9.27	40.05	7.99	8.88	9.71	4.38		817	278
Tameside	8.73	19.18	22.55	13.18	21.23	11.01	11.09	15.84	6.74		620	305
Trafford	14.88	26.27	14.76	8.15	33.01	8.78	8.36	11.71	8.04		832	412
Wigan	22.80	22.95	18.20	10.98	21.78	11.24	12.59	13.37	1.69		687	308
Barnsley	9.08	15.83	21.56	15.88	15.92	10.43	14.20	11.17	1.88		617	301
Doncaster	11.58	17.58	18.42	11.02	18.72	12.07	14.46	14.25	3.98		640	287
Rotherham	9.98	18.18	16.52	10.27	18.07	11.59	15.28	15.07	3.74		608	294
Sheffield	13.20	20.43	15.82	9.86	22.76	10.95	13.28	14.41	7.56		809	327
Bredford	13.04	18.83	27.74	17.23	23.33	12.03	11.62	20.88	21.82		670	288
Calderdale	15.39	23.22	20.17	11.74	26.07	10.03	9.88	14.37	8.52		621	288
Kirkcaldy	15.15	23.80	18.87	11.22	26.22	10.48	11.26	14.87	16.21		686	286
Kirkcaldy	14.88	22.80	20.48	11.40	27.27	10.10	9.64	16.13	8.48		688	288
Wakefield	8.00	19.45	22.24	14.45	20.81	8.61	9.202	11.21	3.14		590	226
Gateshead	10.21	17.46	19.38	14.88	19.72	14.00	15.12	16.02	2.14		638	284
Newcastle-upon-Tyne	14.12	20.43	17.88	13.17	23.51	14.08	15.26	20.38	6.21		739	353
North Tyneside	13.13	23.08	17.88	13.17	25.15	12.25	11.77	16.37	2.39		671	282
South Tyneside	9.87	18.68	13.80	10.40	16.87	14.27	16.87	14.27	2.11		684	287
Sunderland	8.33	18.81	14.44	9.85	17.16	16.88	15.81	23.08	1.92		646	276
English counties	13.85	22.94	14.21	7.89	32.58	7.80	8.31	8.87	6.09		638	303
Avon	12.62	21.23	16.08	6.81	31.82	7.33	8.71	10.81	15.64		613	340
Bedfordshire	16.77	26.44	11.23	6.85	39.88	5.54	5.44	5.88	13.17		827	322
Berkshire	21.00	35.17	9.37	4.87	42.87	5.85	5.82	7.41	9.93		862	371
Buckinghamshire	14.20	26.85	15.17	7.88	32.80	7.36	8.46	8.75	8.83		628	302
Cambridgeshire	18.00	25.12	17.28	10.02	33.50	9.39	9.72	10.74	3.02		832	329
Cheshire	13.44	22.73	17.14	12.09	19.90	16.88	16.82	20.87	4.16		629	287
Cleveland	14.03	25.32	15.31	10.28	28.05	11.83	10.18	10.57	3.39		624	286
Cornwall	14.54	23.85	14.86	10.02	28.68	6.53	6.80	8.15	2.03		641	302
Cumbria	14.20	21.47	14.39	8.85	28.25	7.89	8.80	9.24	5.91		605	281
Derbyshire	16.80	22.34	15.83	8.47	28.73	8.87	8.01	10.88	4.14		616	277
Devon	16.36	25.77	10.28	6.88	33.42	7.76	8.08	7.88	5.21		604	288
Dorset	11.46	19.15	18.83	13.08	20.91	12.98	12.08	14.28	2.27		625	276
East Sussex	17.14	27.61	15.12	9.24	38.85	7.63	7.62	9.88	6.58		617	300
Essex	14.26	23.89	18.10	9.76	36.21	6.99	7.84	9.34	4.82		602	307
Gloucestershire	16.88	27.38	14.81	8.02	33.68	6.93	7.95	7.63	5.72		622	276
Hampshire	18.00	24.89	12.84	7.26	32.57	6.88	7.58	8.55	6.77		618	288
Hertfordshire	13.72	23.50	15.49	11.63	33.89	8.42	9.68	11.08	3.91		602	288
Hereford & Worcester	18.87	30.62	13.14	6.82	43.18	5.66	6.17	6.88	8.30		684	318
Humbly Grove	12.58	20.51	20.88	13.83	23.88	12.01	12.81	15.19	3.11		628	288
Isle of Wight	14.28	25.13	15.81	9.85	21.09	6.58	6.88	9.67	4.49		602	271
Kent	18.83	25.58	13.77	8.49	22.95	7.56	7.77	8.53	6.30		605	272
Leicestershire	15.60	21.93	21.31	12.38	27.04	10.28	9.29	13.01	8.31		641	297
Lincolnshire	16.42	22.67	11.45	11.35	28.04	8.28	8.37	10.61	14.28		628	281
London	13.28	22.40	11.45	9.70	21.09	6.58	6.88	9.67	4.49		602	271
North Yorkshire	10.94	19.29	20.98	11.00	29.20	8.58	8.88	10.69	3.88		623	328
Northamptonshire	17.89	28.54	13.89	7.95	33.99	6.72	7.47	8.78	4.28		637	320
Northumbria	11.88	18.78	13.69	9.08	26.47	8.27	8.03	11.48	7.05		609	277
Nottinghamshire	15.81	25.67	10.58	9.08	26.47	8.27	8.03	11.48	7.05		609	277
Oxfordshire	11.99	18.88	17.74	11.65	24.53	6.87	6.87	9.42	2.01		617	287
Oxfordshire	17.81	25.58	12.21	7.88	36.38	6.46	7.10	8.20	7.73		614	341
Shropshire	13.80	23.46	17.12	11.77	29.88	10.04	9.73	13.77	4.47		639	294
Staffordshire	16.50	20.51	17.12	9.44	26.47	8.27	8.03	11.48	7.05		609	277
Staffordshire	12.17	20.61	18.06	13.84	29.82	8.47	11.18	13.77	3.85		636	288
Suffolk	12.00	20.99	19.72	9.87	28.30	6.74	7.77	7.74	4.80		591	271
Surrey	22.04	33.01	10.41	5.80	30.04	4.22	4.34	4.06	9.02		853	330
Wiltshire	15.25	23.01	10.41	5.80	30.04	4.22	4.34	4.06	9.02		853	330
West Sussex	18.51	31.17	9.44	5.87	41.34	5.89	5.91	6.47	7.24		697	272
Wiltshire	12.88	24.14	13.16	7.49	26.77	7.14	8.17	7.82	8.04		619	285
English L.A.s, average (Excluding Isles of Scilly)	14.62	22.61	17.98	11.33	26.21	8.78	10.18	12.67	10.95		646	328

NEWS

Workforce falls by 4,100

The teaching force in schools in England went down by 4,100 last year leaving 410,500 teachers in local authority primary and secondary schools, *Bert Lodge writes.*

In England and Wales 11,200 teachers took up either full-time permanent appointments or those lasting at least one term in the year to January, 1984. Of these the number coming fresh from initial teacher training was 8,600. A further 2,300 first appointments were of teachers trained in earlier years.

Vocancies in January, 1984 in maintained secondary schools in England and Wales numbered 1,967 compared with 1,968 the year before. Pupil-teacher ratios at the beginning of this year were provisionally calculated at 21.0 in primary and 15.6 in secondary, giving an average of 17.9 compared with 18.1 in 1983.

The figures, in a Statistical Bulletin, 12-84, from the Department of Education and Science, show that the total of 410,500 teachers was employed thus: Inner London Education Authority, 21,300; outer London boroughs,

37,700; metropolitan districts, 108,600; and the English counties, 242,900.

Ninety-seven thousand were employed in further education in England, including adult education centres and youth clubs and centres.

There were 17,400 teachers in special schools excluding unattached special units for handicapped children. Teachers in these units are included in the total of 2,100 teachers who were providing education other than in school.

Numbers of secondments continue to rise. In the 12 months to last January 2,341 teachers in England and Wales were on secondment for one year or longer compared with 2,381 the previous year and 1,736 in 1980.

Teachers on secondment for periods of one term or more but less than one year amounted to 646 last year compared with 426 the year before.

Statistical Bulletin 12/84, DES Statistics Branch, Elizabeth House York Road, London, SE1.

Bert Lodge looks at an HMI survey of the effect of l.e.a. spending policies on education in Wales

Parental cash can exceed capitation in some schools

Some schools in Wales receive more money from parents than from local authorities in capitation allowance, HMI inspectors have found.

This is one of the key points to emerge from a major Inspectorate report on the effects of local authority spending policies on the education service in Wales.

The report found that in general levels of capitation have not kept up with the increased cost of books and materials. In most schools resources are adequate, but in many the replacement of worn and outdated stock is being postponed.

Pieces of expensive technical apparatus are a particular problem. As they wear out schools are finding increasing difficulty in replacing them and "pupils' learning experiences are impoverished as a result."

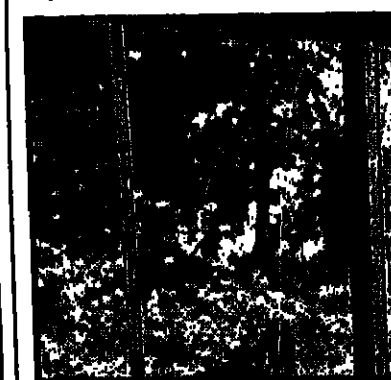
Parents continue to make a substantial contribution to school funds and in many a minority now are parental contributions restricted to the purchase of additional rather than essential items.

"In some schools the sums contributed are very large. In many cases they are a substantial proportion of the schools' capitation and they actually exceed it in some cases."

The report concludes that cuts in spending frequently leads to less than satisfactory staffing and that school buildings, furniture and equipment are deteriorating for lack of maintenance.

Even so, schools generally are managing to meet curriculum demands and the quality of work in most of them can still pass inspection.

This last conclusion has been challenged by the Welsh Secondary Heads Association whose spokesman said the report was already out of date.



Essential repairs are being carried out promptly... but routine maintenance suffers considerable delay.

The inspectors emphasize that their visits covering 1983-84 were not primarily made to assess the effects of reductions in school budgets. Their job is inspecting pupils' work and anything they say about the effects of expenditure policies derives from this.

They note that rolls continued to fall in the period under review and local authority policies take this into account. The report adds: "But in many cases the adjustments in expenditure, consequent upon falling rolls and those occasioned by pressure on resources, are combined in such a way as to make distinctions between them very difficult."

Strict adherence to staffing ratios together with the need to redeploy teachers means that for long periods some classes may be taught by a succession of temporary staff. In a number of instances classes have been taught by several teachers in the same year "with evident detrimental effect on the continuity and progression of pupils' learning."

In some secondary schools the effect has been a failure to maintain small teaching groups in minority subjects or increase the size of groups in major subjects.

"Constraints on staffing cause difficulties for those schools which are endeavouring to adapt to significant curricular and organizational changes and have generally made schools somewhat reluctant to tackle new initiatives..." the report says.

Most authorities have managed to keep up the staffing of bilingual courses but recently-established bilingual schools are facing difficulties in their early stages. "When teachers are absent, schools are increasingly expected to provide cover themselves rather than expect to get supply staff from outside. Where it is provided at secondary level it may not always be on a one-to-one basis."

As for meeting the requirements of the 1981 Education Act to provide for special educational needs in ordinary schools the report observes that "l.e.a.s have generally failed to provide additional staffing."

Falling rolls affect schools disproportionately according to their size, the inspectors point out. A secondary where the roll drops from 1700 to 1300 may continue to cope reasonably well but a comparable reduction at a school of 1200 brings "general discommodities of scale."

While essential emergency repairs are carried out promptly in all authorities routine maintenance and non-urgent repairs frequently suffer considerable delay and tend increasingly to be carried out piecemeal. The



Schools are, however, generally managing to meet curriculum demands and the quality of work in most passes inspection.

interval between redecoration is lengthening in all l.e.a.s and in some cases exceeds 10 years.

"The net effect is a slow but persistent decline in the quality of the learning environment."

Replacement of damaged and broken furniture is unsatisfactory in many schools. Few resources are devoted to it though marginal improvements are sometimes achieved when primary schools are closed or amalgamated and some pieces can be traded.

Some modern furniture was not designed for very long use and replacement tends to be piecemeal. "The effect is further deterioration in the pupils' general learning environment."

No clear deterioration in the provision of in-service training was noted in the period under review. In fact, in one authority it had doubled and in others a small number of long-planned teachers' centres were opened.

But strict adherence to the rules of supply cover often means no cover at all until several days have passed and this is a disincentive to teachers to volunteer for courses.

The report concludes that in general the schools are coping with their problems and the position is not yet critical. But both schools and authorities are devoting increasing time and energy to resource management at the expense of other tasks.

The effects on the education service in Wales of recent local authority expenditure policies: an assessment by HMI Inspectorate. Free from the Education Department, Welsh Office, Cathays Park, Cardiff.

4 out of 5 Assisted Places sixth-form leavers go on to university

Degree of success for scheme's first batch

A survey of the first batch of Assisted Places school leavers shows that of the 558 who left the sixth-form of their independent schools in 1983 4 out of 5 went on to degree courses.

The Assisted Places scheme was started in 1981 to enable bright children from not-so-well off families to go to independent schools with a high academic reputation.

Forty per cent of the 4,400 places taken up by 11- to 13-year-olds in September this year went to pupils from families with an income of under £6,046 a year who were excused paying fees. Six out of 10 of all places have gone to pupils where the family income is below £8,000.

Single parent families and the unemployed are the largest group of beneficiaries. The occupation most common among parents is that of minister of religion. For entry into the sixth form 877 have been accepted this year out of 1061 places available. A total of 17,617 pupils are now in assisted places.

Of the 1983 leavers, the first entry into sixth-form when the scheme began in 1981, 60.4 per cent went to university and 19.5 per cent went to polytechnics and other degree courses.

Caine head

The new headmistress of St Mary's School, Caine, from September 1985, is Mrs. Doreen Burns. Mrs. Jones as reported in last week's *Notices* had resigned her post.

Correction

A picture on page 4 of last week's *TES* purporting to be of Polish doctors in fact, of Professor James Later. In the picture work with a team of doctors in the field. We apologise for this mistake and shall be happy to correct it.

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SCHOOL TO WORK

MSC chief joins debate on the future of YTS by calling for a wider-based programme leading to specific job training.
Susannah Kirkman reports.

Holland backs two-year 'broad' training scheme



Geoffrey Holland... greater motivation

Mr Geoffrey Holland, director of the Manpower Services Commission, this week lent his support to the idea of a broadly based two-year traineeship open to everyone up to the age of 18.

The scheme would provide a broad enough base which could develop into specific occupational training. It would build on the best of apprenticeship traditions but replace the time-serving element by training to standards, he said.

Even if there could be no guarantee of jobs at the end of the training, Mr Holland told a conference on 14 to 18 education and training organized by the Careers Research and Advisory Centre and the National Institute for Careers Education and Counselling, young people would gain "better attitudes, better motivation, more adaptability, self-reliance and independence". They would be better equipped to create opportunities for themselves.

But Mr Holland emphasized that the new training scheme would not be a two-year Youth Training Scheme. He was disturbed by the fact that YTS trainees who had no contract of employment were like "stateless citizens". Under the new voluntary traineeship, young people would have recognized "trainee status" and rights similar to trainees in the West German "dual system".

Finance for the new system could be found from the social security benefits at present paid to more than 220,000 young people under 18. Mr Holland also suggested that British employers, like their West German counterparts, should pay more towards the cost of training.

And the Government ought to maintain its present level of funding for pre-vocational education, even though the numbers of young people aged 16 to 24 would fall by more than half a million by the early 1990s.

Mr Eric Bolton, Senior Chief, HMI, also spoke of the pressing need for resources. "TVET is already beginning to show what a critical factor those are in stimulating imagination, motivation



Eric Bolton... need for resources

and enterprise", he said.

It was important that all trainees should receive the same level of remuneration, Mr Holland suggested. And Mr Bolton said there was "an urgent need for rationality and even-handedness" in the payment of young people involved in different post-16 schemes. He was voicing the doubts of delegates preparing for the CPVE that youngsters would opt for paid YTS rather than for the new unpaid course.

Both men agreed that more coordination for pre-vocational provision was needed. Mr Holland said the "profusion and confusion of initiatives" had to become a coherent framework of opportunities leading to relevant qualifications. Mr Bolton emphasized that post-16 pupils had to be able to follow patterns and routes through education and training without the fear that they would close the door to progression and later choice by opting for one route rather than another.

But he gave a warning against the dangers of early specialization. People must beware of introducing pre-vocational elements into the pre-16 curriculum which would damage the principle of breadth, under the guise of "relevance". What would be a pre-vocational course mean for future graduates if it took place four or five years before they got a job?

Dr Richard Pring, professor of education at Exeter University, shared Mr Bolton's concern for preserving the best in the curriculum. Impoverished notions of "personal effectiveness" or "social and life skills" could be introduced as inadequate substitutes for genuine personal development, which should foster independence and responsibility in young people.

Training programmes should show respect for the students' capacity to reason and be critical, provide a sense of achievement and personal worth, promote respect for others and develop a sense of responsibility for their own learning and actions.

Pupil-teacher and peer relationships and the guidance offered to students facing difficulties or making choices, as well as the ethos of training institutions, were much more important than the content of different programmes.

Recent interviews with 230 students on a TVEI course had suggested a remarkable increase in their self-confidence, Dr Pring said. This stemmed from the pupils' sense of achievement and out of the more frequent interaction with adults. Pupils also had a greater sense of responsibility towards their work because they took more part in deciding aims and activities.

Several speakers agreed that changes in education and training would all be in vain unless employers changed their selection criteria.

Dr David Raffie, of the Centre for Educational Sociology at Edinburgh University, said that employers tended to judge education or training courses less on their content than on the types of people who were believed to enter them. This set up a vicious circle where courses aimed at the "less academic" acquired low status, their students became stigmatized by employers and their motivation suffered. Able students were then reluctant to enter these courses and the result was to reinforce employers' bias against the new approaches.

Dr Raffie also questioned whether employers would understand or use the detailed certification of courses like the CPVE. Employers were interested only in an applicant's success or failure, not in the specific skills recorded in the new certificates. If they were forced to rely on "traditional curricular cues" such as "academic" courses having a higher status than "vocational" schemes, then the old curricular priorities would remain.

A bridge to nowhere? page 15

Edited by
Mark Jackson

Spending will PICKUP to £2.8m

by Diane Spencer

Spending on PICKUP, the Department of Education and Science's programme for professional, industrial, and commercial training, will more than double to £2.8m next year, Mr Peter Brooks, education junior minister, has announced.

The extra £1.5m will be used to expand the Local Collaborative Project programme managed jointly by PICKUP and the Manpower Services Commission.

So far, about a dozen large and 70 smaller projects have been set up since the LCP scheme was started last April with the aim of assisting firms, colleges and trade unions to investigate local training needs.

Mr Brooks said that local education authorities were taking up the offer of £50,000 for pump-priming money to help them to set up a project. The LCP programme is a joint venture between the Department of Education and Science and the Manpower Services Commission.

education service needs, and without which it will not get far, and that is the collaboration and cooperation of the employers, the customer," he added. Mr Brooks was speaking in London at the launch of the National Adult Training Campaign, which is supported by the Department of Employment and the MSC. It is designed to change attitudes to training among the workforce and management by demonstrating its benefits.

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OVERSEAS

A sense of optimism amid the controversy

SPAIN

The Spanish Socialist Government has just completed its second year in office. Sarah Jane Evans analyses its impact on education.

It is two years since Señor Felipe González, leader of the PSOE, Spain's Socialist Party, came to power. In a colourful election campaign, with rock concerts and with bravely optimistic posters everywhere, the young and charismatic leader won nearly 50 per cent of the vote with a slogan that promised change.

More specifically, he promised to create 800,000 jobs during the term of his government, to put the decision on Spain's membership of NATO to a referendum, and to tackle Basque terrorism.

Two years on, the PSOE's popularity is at its lowest ever - although if an election were held tomorrow the party would still have a comfortable majority, so great was its triumph in October, 1982.

There are 410,000 more unemployed people than there were at the time of the election, and the most optimistic estimate puts the number of jobs that could be created at 242,000.

A year ago the political weekly, *Cambio 16*, commissioned a survey of public opinion of the Cabinet. After the President and Vice-President, the most highly regarded were the minis-

ters of finance, defence and the arts. The Education Minister, Señor José María Maravall, came halfway down the list.

But when people were asked if they could name the ministers, Señor Maravall fell a good deal lower, far below his colleagues in the other big ministries, being correctly named by just 17 per cent of the sample.

At the time that accurately reflected his public activity. The education manifesto had been very full, and he had been busy implementing a number of reasonably non-contentious reforms, particularly in higher education. A survey taken now would indicate that Señor Maravall has a much higher profile. This is entirely due to the LOE, the *Ley Orgánica de Derecho de Educación*, one of whose features was to regulate far more closely the subsidies given to and the internal workings of Spain's fee-paying schools, most of which are run by the Church.

The law was passed by Parliament in June, but has been submitted to the Constitutional Tribunal at the request of the Opposition. The results of that assessment, due in a few days, in the meantime a coalition of Catholic parents' groups, teachers' unions and bishops has staged a succession of protests. These culminated in a demonstration in Madrid last month, in which the organizers claim a million people took part. They hope to defeat the Government, as French protesters were able to do earlier this year over an education Bill.

Señor Maravall contends that the LOE will give a right to education to everyone, not just the privileged few.



José Maravall... earning his niche in history

There is no doubt, though, that this opposition to the Government is serious.

The other major piece of legislation to come from the Education Ministry has been the *Ley de Reforma Universitaria*. This gave individual universities much greater powers, and also devolved a number of hitherto central controls to the governments of the autonomous regions.

At the same time, it carried out an important manifesto commitment, to change the career structure. Up until this summer, 80 per cent of all university staff did not have tenure, and to achieve permanent posts had to compete in much-criticized public examinations.

In the summer, the first batch of "temporary" staff (though many had been teaching for years) took examinations to convert their posts to tenure.

There has been an outcry about respected staff who have not passed,

but while the means are criticized the ends are in general popular.

The other commitment in higher education was to give far greater support to research. Under Franco, contact with the outside world was greatly reduced, and it will be a slow process to build up a strong research base once more. Señor Maravall has taken steps to encourage wider foreign contacts, and to reorganize the official bodies overseeing research in Spain.

His task in primary and secondary education has been harder. It was widely agreed that thorough reform was required, but the problem was where to begin, as well as the fact that the autonomous regions have had to build up departments in education (as in so many other spheres of government). This has frequently involved employing inexperienced staff.

Primary education had already begun a reform of its curriculum before the PSOE came to power, but secondary and sixth-form/pre-university education, with its emphasis on rote learning and formal teaching styles, is only just now beginning to experience the first changes, which will take some years to implement nationally.

Aligned with this problem of inexperienced administrators in town halls and the regional bureaucracies, is the problem of providing in-service training for the staff who are to teach the reformed syllabuses. The Government is launching a series of teachers' centres, based on the British model (Señor Maravall is familiar with UK practice, because he did his PhD at Oxford, and was subsequently a senior lecturer in sociology at Warwick), but what it lacks is sufficient trained teachers to train

others. In-service training was a manifesto commitment, as was the aim to "increase the dignity" of the teaching profession.

The latter goal has not been achieved, if the teachers' strike last spring are anything to go by. That was a pay strike, but they were also protesting at the proposal that staff should be on site every day, rather than simply for the hours they teach.

There have been other concrete changes in schools since Señor Maravall came into office: homework for the under-14s has been abolished, for instance. But the thorough overhaul Señor Maravall seeks will not be achieved before the next election and may cause problems at the polls.

The reform of primary education brought in under the previous centrist government has done nothing to improve standards. In one province last year 52 per cent of eligible students failed to reach the level of the school-leaving certificate awarded at the end of compulsory education. Drug-taking is on the increase, and half of Spain's drug-users start at school. And 2.5 million of Spain's 40 million population are illiterate, according to the UNESCO definition of the term.

Nevertheless, after two years there is a definite feeling of optimism about change for the better in Spain's schools and universities. If Señor Maravall can keep up that optimism, and ride the wrath of the Church schools, and if the PSOE wins the next election as it should do, then the Education Minister will have earned his niche in history for bringing Spain's education system into the technological age and out into the world.

Two out of three try drugs

UNITED STATES

Two out of every three school pupils aged between 13 and 18 questioned in a recent survey in New York State said they had used illicit drugs. And one third claimed to have done so before the age of 13.

Moreover, 11 per cent considered themselves to be hooked on alcohol and 13 per cent admitted to attending classes while drunk. The legal drinking age in New York State is 19.

"Drug-taking is definitely increasing, and younger and younger kids are getting involved," said Naomi Barber, a director of school drug programmes in the Bronx. "I don't think there's a kid anywhere today who can avoid bumping into drugs."

The survey, one of the most extensive in the country, was based on confidential questionnaires completed in 1983 by 27,000 pupils. The results were released in two reports in October by the state alcohol and drug divisions.

Marijuana use has declined slightly since the last survey in 1978, but the taking of cocaine and inhalants - such as glue, solvents and sprays - has risen between 25 and 40 per cent.

In April, 20 students were expelled from two well-known private schools in Connecticut for cocaine use. One pupil at Choate, a top private school, was arrested for, and several more were implicated in, an alleged attempt to smuggle \$300,000 worth of cocaine into the country.



Launch-hour marijuana at a New York school. (Photograph: New York Post).

Cocaine is, however, by no means limited to the more wealthy youngsters. It has recently dropped in price to as little as \$5 a packet and is readily available on the streets. Undercover observations outlast this year found drugs, including cocaine, for sale within two blocks of 31 out of 32 schools around New York City.

The questionnaires also showed a significant correlation between drug and alcohol consumption and problems at school. Among pupils getting mostly As, 59 per cent were drinkers, against 82 per cent of those averaging Ds and Fs. Ten times as many extensive drug users received Ds and Fs than "never users".

Thirteen per cent said they had actually taken drugs during school, and the traffic of drugs within school is causing concern.

A case now before the supreme Court concerning the searching of a girl in a New Jersey school. A 16-year-old was caught smoking in the lavatory, the vice-principal looked in her bag and found evidence that she had been selling marijuana.

The Supreme Court is debating whether the Fourth Amendment to the American Constitution protects students from such searches and early next year is expected to produce what

Pros and cons of the Western way

SOVIET UNION

Teaching methods used in the West should be studied by Soviet educators, according to a Moscow professor of education.

Dr L M Pancheshnikova has surveyed the teaching of geography in England, the United States, West Germany and Australia but she believes that the Western treatment of natural and social sciences could also be emulated.

Sticking too closely to the Western practice of age-related learning, however, may lead to slower mental development, she says. The Russian experience is that the capacity for abstract thinking can develop much earlier than Piaget claimed.

Dr Pancheshnikova approves of Western schools which emphasize that geography is a science, use experimental and statistical methods and include network models, computers and satellite pictures in their lessons.

She also notes the growing awareness among teachers of the ideological implications of geography and claims that many Western teachers use new techniques to reinforce ideology among their pupils. For instance, teaching games and films on the search for minerals in under-developed countries are advertisements for capitalist monopolies, she says.

Dr Pancheshnikova reports that Western schools are ignoring the division of the world into two social-economic camps, emphasizing that socialism and capitalism are converging in the modern scientific age.

The professor also notes that such

issues as social class, shrinking natural resources, and the theory of urbanization often figure in lessons.

Noting that in most parts of the US and Japan, and in many parts of Britain, geography is now taught as integrated studies programmes, Dr Pancheshnikova advises Soviet teachers to be wary of this method as it does not provide a systematic, scientific education. However, it does help to develop an all-round approach.

In the West, according to her survey, the commonest tendency is the move away from regional geography courses to those covering key problems, concepts, and paradigms. Developing pupils' thoughts, conceptualization and analysis powers is more important, according to Soviet thinking, asserts Dr Pancheshnikova.

She also approves of Western psychological research into how children see space and the use of maps and photographs. Pointing to British research on the "realism of maps" she warns Soviet teachers of errors in perception which produce a distorted understanding of maps. Photographic interpretation with children should also be treated carefully since it needs special intellectual skills.

Turning, finally, to games and the use of computers, which are seen as a mixed blessing in the Soviet Union, the professor argues that these techniques should be carefully considered. They are sometimes more expensive and less effective than the traditional methods, and the aim should therefore be to learn from the West's mistakes.

Kenneth Shaw

Violence provokes call for effective discipline

AUSTRALIA

Two Australian states, New South Wales and Victoria, have launched separate inquiries aimed at finding more effective ways of dealing with schoolchildren who assault or abuse their teachers and schoolmates.

The inquiries appear to have been prompted by complaints from staff in government schools - especially in the

secondary sector - about increasing classroom violence. In NSW, teachers say they are facing enormous difficulties because there is no effective way of disciplining "uncontrollable" pupils who are, in some cases, as young as six.

The NSW inquiry could lead to the expulsion from school of children who are regarded as "absolutely intractable". At present, expulsion is a last resort and, consequently, perhaps only two a year are expelled.

Teachers say they do not necessarily want the expulsion rate to increase. But they believe that at a time when teachers have to cope with changes in curricula, in technology, and in what the community expects of them, there is no reason why they should also have to put up with abuse, threats and violence.

The inquiry will look at how effective some recent initiatives, such as smaller classes, and the use of professional counsellors and diagnostic clinics, have

been in dealing with discipline problems.

In Victoria, there have been complaints about increasing violence in schools, particularly since the introduction of new discipline measures early last year.

A special committee has been set up to review these measures, which included the abolition of corporal punishment.

Luis Garcia

Academics split over poet

IRISH REPUBLIC

John Walshe on a controversial new volume of verse intended for schools

A slim volume of poetry has led to a nuptial in Dublin schools and some have decided to prohibit its use.

Jesus break his fall is written by Paul Durcan whom Francis Stuart, the author, describes as a poet-prophet with a force of innocence and an equally fierce denunciation of godlessness.

It is one of five collections by modern poets distributed free to 180 secondary schools in the Dublin area by the publisher, Raven Arts Press. The Northern Bank has sponsored the scheme, which is aimed at making young people aware of what is happening in modern Irish poetry.

The publisher had hoped that the poems would complement the work of the curriculum. But a number of school boards have said no, at least to Durcan's work. One headmaster said Durcan's poems were the kind of thing undergraduates would write on the walls of lavatories.

Critics of the poems got unexpected support from a former Lord Mayor of Dublin, Alderman Michael Keating, a member of the Dail (lower house of Parliament) is regarded as a liberal on

political and social issues. He said the work treated sex in a sordid and nihilistic way and presented a warped view of the world.

The title of Durcan's book deals with the death of Sid Vicious of the Sex Pistols and ends: "There - but for a clutch of luck - go we all".

One of the shortest poems is called "Naked Girl in Boardroom of Financiers, South Mall, Cork", and has two lines:

Pinstripe or no pinstripe -
By your backside you shall be known.

The boy who was conceived in the leithreath (Irish for toilet) has upset many.

It begins
What is called "making love" is a difficult business:
It is rather like attempting to catch a bull with a pair of tweezers.

The poem consists of an appeal to a jury to show clemency to "that wild boy".

That ignorant, curly haired, forked catastrophe
of a 19-year-old boy stooped there in the dock -

Was conceived in the Leithreath
While the Dublin-to-Cork train was stationary at

Limerick Junction:
Swaying, I grant you, but, nevertheless, stationary.

"The Bearded Nun" has also led to

controversy.

Dr Michael Spollen MA, HDip, in Ed., PhD,
is college lecturer in dead poetry. He disapproves of the living poet. Ambition glitters in his lizard eyes and his wife

Goads him on by having a baby per year.

It goes to relate how he dresses up as a nun when she goes away on her summer holidays with her mother and the "little horrors". It ends:

That night in a city disco
A young man regarded his friend:
A nun with a beard - far out, man, far f... out.

Several academics have rushed to Durcan's defence, saying that his poetry is in the tradition of satire. "He is criticizing smug, holler-than-thou middle-class morality. His poetry laughs at their prejudices. These people miss the humour and the satire," said one.

Professor Brendan Kennelly, poet and professor of modern literature at Trinity College, Dublin, is horrified by the calls to ban the work in schools. "Those who criticize Durcan object to his intensity and urgency. He is a unique voice in contemporary Irish poetry, speaking a language that young people understand."

A report on the volume will be considered by education chiefs later this month. In the meantime it will not be used in schools.

LETTERS

Poor reward

Sir - As teachers all over England and Wales prepare to take on board the Common Syllabus course work elements, one hopes they are looking forward to involvement, perhaps for the first time, in a mode of assessment which is fairer and more rewarding for all concerned.

Words of warning, however, emanate from those already running special schemes with one board, whose scales and methods of payment are, to say the least, inadequate, as the preface figures below illustrate.

Mode 3
1 Preparation of exam paper - £27.50 (this is for an average of 30 hours work)

2 Payment for all school-based elements included in the final assessment - 50p per candidate. This often includes oral, aural, coursework follow-up, and is rarely less than three hours work per candidate entered.

Mode 2 schemes above but not including marking of final scripts. The maximum hourly rate for this work is approximately 50p (if the teacher is lucky) is compounded by the dates of payment, a minimum of four months after the period of work for the marking, a scandalous 13 months later for the settling of the examination. Yes, you really do have to set your exam for one year before you have been paid for the previous year!

Perhaps the reorganization made necessary by the advent of the 16-plus should be taken as the opportunity for teachers and boards to get together to negotiate a rate for the job which at least matches that received by my neighbour's daughter for her paper round.

P J CLUDERAY
3 Barkhill Road
Vaux Cross
Chester

Jonathan Stocker is also concerned about the place of oracy assessment in the GCSE. On this matter we can speak only for ourselves and not for the APU, and would like to comment on three inferences that might be drawn from the way in which oracy assessment is carried out in national monitoring.

First, it is our personal view that GCSE English (Language) examinations would be seriously deficient without an oral element, and that assessment of oracy, since it can be done reliably and validly, should not be separately certificated but form an integrated assessment with that of written English.

Secondly, the requirements of national monitoring entail that oracy assessment is conducted on a single occasion. We believe that in the very different circumstances of school-based examining, oracy can and should be continuously assessed.

YTS challenges old assumptions

Sir - Edward Fennell, (TES, November 30) makes a brave attempt to give us a verbal snapshot of the working of the Youth Training Scheme, and to make some judgments. With respect, I think that he has missed some of its important features.

Working within the YTS, on secondment (and with a background in "hard-nosed" business) I would go a lot further than he has. While I would readily share some of the widespread scepticism of some politicians' intentions, this does not detract from my judgment that the YTS is the most revolutionary event in British education and training since the last war.

First, it is challenging the whole basis and tradition of conventional education. Within the YTS the teacher can no longer rely on the crutch of the syllabus. He/she has to start from the needs of the trainees and from the work that they are learning to do - no matter what it is.

It is also raising questions about traditional training methods. Some of the exemplars of the best training that is taking place within the YTS - such as British Rail and Debenhams - have been justifiably impressed with the success of their own schemes. What they have achieved is to be explained not only by the degree of commitment they are giving to the training (BR has more than 50 full-time trainers in charge of 800 trainees) but the fact that they have started from first principles.

Learning scheme

Sir - Sara Parker's first article in your series "YTS - travesty or triumph?" (TES, November 23) had some very significant things to say about the scheme and young people's attitudes to it. Even so, there was little attempt to draw even tentative conclusions.

For instance, the article tended to concentrate on the number of young people getting jobs, whereas the trainees themselves spoke mainly about what they were *learning* on the scheme - and the chance it gave to prove themselves, especially where they had few, if any, school qualifications.

The article also raises questions for the education sector. How are Further Education Colleges proposing to cope with people like John, who "have the training but not the qualifications"? If FE is prepared to accept people on to its BTEC courses with O levels but not proven competence at work, why should it not accept people with proven competence but no O levels? How does FE propose to recognize the learning exhibited by the trainees quoted and to encourage them to undertake further training?

Finally, despite the lack of any tradition of training at all for most young people in this country, is it really so chaotic organization, and a general lack of recognition and understanding of its aims, YTS does seem to be delivering the goods for many young people.

When are we going to take advantage of the talent available at our fingertips and start to recognize the value of training and the skills that our young people show they have?

ROY BOFFY
Project Leader
YTS Core Skills Project
Wolverhampton Polytechnic

DAVID JENKINS
Staff training coordinator
South East London Accredited Centre
45 Imperial Way
Croydon CR9 4QQ

national monitoring entail that oracy assessment is conducted on a single occasion. We believe that in the very different circumstances of school-based examining, oracy can and should be continuously assessed.

Finally, it will be clear from the forthcoming report that the range of varieties and purposes of talk assessed in the APU surveys is broader than that typically examined in present CSE orals. It is in this respect in particular that we feel that the oracy surveys deserve close scrutiny.

Dr T GORMAN
Principal Research Officer
GREG BROOKS
Senior Research Officer
Language Monitoring Project



King Bhumibol... may have ordered clemency

Freedom for scholar who 'insulted' monarchy

THAILAND

A Thai scholar who has been facing the prospect of 30 years' imprisonment for allegedly insulting his country's royal family is a free man again.

Mr Sulak Sivaraksa, 51, a graduate of St David's University College, Lampeter, South Wales, had been in the dock of a Bangkok military court for a month when the charges against him were inexplicably dropped. It has since been suggested that the decision to free him must have been made at the highest level - possibly by the Prime Minister, or even the King himself.

Former students at Lampeter had been rallying support for Mr Sulak and pleas for an open trial and clemency had been made to the King.

Mr Sulak was charged with six offences against three kings. He was accused of dishonouring the present monarch by suggesting in his writing and in interviews that a former military dictator, Field Marshal Sarit Thanarat, had used the king as an "instrument".

He was also alleged to have said that King Chulalongkorn, who came to the throne in 1868, established an English-style public school in Bangkok with what Mr Sulak called "the homosexual system".

Learning scheme

Sir - Sara Parker's first article in your series "YTS - travesty or triumph?" (TES, November 23) had some very significant things to say about the scheme and young people's attitudes to it. Even so, there was little attempt to draw even tentative conclusions.

For instance, the article tended to concentrate on the number of young people getting jobs, whereas the trainees themselves spoke mainly about what they were *learning* on the scheme - and the chance it gave to prove themselves, especially where they had few, if any, school qualifications.

The article also raises questions for the education sector. How are Further Education Colleges proposing to cope with people like John, who "have the training but not the qualifications"? If FE is prepared to accept people on to its BTEC courses with O levels but not proven competence at work, why should it not accept people with proven competence but no O levels? How does FE propose to recognize the learning exhibited by the trainees quoted and to encourage them to undertake further training?

Finally, despite the lack of any tradition of training at all for most young people in this country, is it really so chaotic organization, and a general lack of recognition and understanding of its aims, YTS does seem to be delivering the goods for many young people.

When are we going to take advantage of the talent available at our fingertips and start to recognize the value of training and the skills that our young people show they have?

ROY BOFFY
Project Leader
YTS Core Skills Project
Wolverhampton Polytechnic

DAVID JENKINS
Staff training coordinator
South East London Accredited Centre
45 Imperial Way
Croydon CR9 4QQ

national monitoring entail that oracy assessment is conducted on a single occasion. We believe that in the very different circumstances of school-based examining, oracy can and should be continuously assessed.

Finally, it will be clear from the forthcoming report that the range of varieties and purposes of talk assessed in the APU surveys is broader than that typically examined in present CSE orals. It is in this respect in particular that we feel that the oracy surveys deserve close scrutiny.

Dr T GORMAN
Principal Research Officer
GREG BROOKS
Senior Research Officer
Language Monitoring Project

not give any direct evidence. I am not saying that no exploitation exists in YTS - only that the evidence for large scale exploitation is negligible.

Perhaps the young people themselves are our best allies in the fight for quality - I hope they will leave schemes in droves where they are not getting a good deal and force Area Manpower Boards to close these schemes down through lack of takers, or else take serious steps to improve them.

The article also raises questions for the education sector. How are Further Education Colleges proposing to cope with people like John, who "have the training but not the qualifications"? If FE is prepared to accept people on to its BTEC courses with O levels but not proven competence at work, why should it not accept people with proven competence but no O levels? How does FE propose to recognize the learning exhibited by the trainees quoted and to encourage them to undertake further training?

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ROY BOFFY
Project Leader
YTS Core Skills Project
Wolverhampton Polytechnic

Features, page 15

Courses

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Alternative to the conflict cycle

Sir - No teacher who has been following your coverage of the talks on conditions of service can fail to feel despair compounded by fury at the now regular stream of derogatory remarks aimed at us from members of local and national government.

But even more depressing is the inevitability of what is to follow. The talks having broken down we all know that an offer of 2% or 3 per cent will be followed by the usual strikes, disruptive action and bad feeling. The numbing unoriginality of it all is defended by

hand-wringing union officials telling us that we have no alternative.

I, like other heads of department will be expected to put up with complete isolation in the administration of my area of responsibility, despairing staff left with no effective means of controlling misbehaviour and a legacy of chaos and disrespect far worse than the one we are still trying to repair from last term's action. And, of course, few aspects of this will actually affect those we are demonstrating to in any way.

The unions must think again. They will not make any progress without negotiation and must find a way of putting their case effectively. In my opinion there is only one way: to take the lid off education by showing the public, the media and anyone else who wishes to see what we are doing. Let's invite them into our schools, not for a five-minute glimpse but to spend a working day or week with us from beginning to end stopping only when we do.

Let them join us for a weekend or on

a school trip during the holidays. Let them offer suggestions about how we might more efficiently budget our money and let them see our pay cheques at the end of the month. Then let them assess us if they wish.

Perhaps this might lead to a rather less insulting set of proposals.

B P LIGHTMAN
25 Lamberhurst Walk
Furnace Green
Crawley
West Sussex

attending parents' meetings and participating in other school activities".

And on top of this, an annual assessment to decide whether or not you get your increment, with the ultimate possibility of losing your job.

The NUT has always rightly refused to allow pay to be linked to conditions of service. Its determination to oppose this outrageous package is fully consistent with that stance.

I hope the NUT will get full backing from all its members, and that members of other associations will press their leaders to take a similar position.

PAT TURNBULL
19 Smetheon House
Tudor Road
London E9

area that the I.e.a.'s budget is over-
pent?

What about the only teacher of Spanish or Classics on a staff? Will the specialist HMI be called in? What will be the cost of the whole grandiose scheme? If it amounts to say 5 per cent of the salary bill, and another 5 per cent is added, would it not be more helpful if the employers made a 10 per cent offer at the next meeting of Burnham? Would the Professional Association of Teachers (PAT) refuse such an offer?

Peter Dawson has been a head-teacher and presumably values the quality of relations with class teachers. Is he satisfied that the proposals of management will promote harmony which a school needs, or are they likely to promote that controversy so beloved of politicians?

Hitting out at the NUT for resisting the obvious interference with day to day teaching, which he sees as "carefully considered and extremely helpful" proposals, will do nothing. Reliance on Walter Bagehot's image of a schoolmaster suggests that Mr Dawson lives in the world of yesterday.

The NUT has had the courage to speak out against the latest threat to teachers' freedom. We do an increasingly difficult and demanding job, and will neither be bribed nor browbeaten.

WALTER ROY
Chairman
Education Committee
National Union of Teachers

that "art - including design... should probably continue" to figure "more prominently".

Since art has turned its emphasis increasingly towards design, so the subject has found more favour at the DES. I am rather taken with a colleague's suggestion that music teachers re-title their subject "Music and Sonic Engineering". While ugly and cumbersome it has the merit of reflecting recent trends towards emphasizing composition and making use of modern technology (computers, synthesizers and so on), and might just convince (vince) those influence policy and hold the purse strings into recognizing the true value of music education.

DAVID PEACOCK
Course Leader: PGCE (Art and Design/Music)
Middlesex Polytechnic

those not to quote.

That is also why I preferred a broader notion of mainstreaming to either "ordinary" or "special", unchanged in the 1981 Act.

No teacher is an island, indeed, but let's read what is written and then build a few bridges.

JOHN SAYER
Banbury School
Ruskin Road
Banbury
Oxfordshire

Proper policy

Sir - I am writing to protest at your front page coverage of the NUT's withdrawal from the salary structure working party (TES, November 30).

Mr Doug McAvoy in today's *Teacher* puts the position plainly: "The basic job of any trade union is to protect and advance the interests of its members. If the NUT went along with these proposals it would be failing in that fundamental duty."

A look at the proposals tells us why: responsibility of the teacher for the pupils throughout the time they are at school; requirement to "prepare lessons, mark work, undertake pupil profiles and records and do anything else the head required, as well as

False premise

Sir - Peter Dawson's advocacy of linking teachers' performances and pay (TES, November 30) takes for granted that fair and accurate assessment procedures exist.

This is not the case. A teacher's skill and performance can only be judged by watching him operate in the classroom. The successful interaction with pupils is affected by a variety of circumstances: the calibre and home environment of pupils; the resources available at the given moment; the style and quality of school management; the presence or absence of pace-making or disruptive students; and not least, the expertise and conduct of the assessor.

During a teacher's training, teaching practice is carefully planned, protected time-tables are provided by the school, and time is available for discussion and evaluation. But the technology for assessing experienced teachers with normal lesson loads, coupled with increasingly heavy responsibilities and commitments outside the classroom, does not exist.

What criteria will the assessors use to distinguish between a bright first year on a Monday morning and fifth year leavers on a Friday afternoon? How many lessons per teacher will have to be observed to arrive at a fair judgment? How is it proposed to identify the "super" teacher who will get £1000 extra each year? Supposing so many "super" teachers exist is an

T HOBSON
The Bungalow
Long Marton
Appleby
Cumbria

Second string

Sir - The attention drawn to the cuts in music teaching provision and their effects (TES, November 23) was chastening, to say the least. However, your coverage was almost exclusively to do with the instrumental music service.

Music as a subject in the secondary school is doubly threatened. Consider the recent DES note on The Organization and Content of the 5-16 Curriculum... Para 23 allows for the possibility of reduced timetable provision for classroom music: "... each pupil should have at least either music or art or drama in his programme, and every pupil's five-year programme should contain all three." But "aesthetic subjects" need not be taken concurrently. Furthermore, it is suggested

DAVID PEACOCK
Course Leader: PGCE (Art and Design/Music)
Middlesex Polytechnic

Point missed

Sir - Oh dear! George Crowther (TES, November 30) seems to have missed my point (TES, October 26) in order to make his own with admirable conviction. I hope I said nothing at Stoke Rochford to deny specialists' skills and knowledge.

What I was describing was the danger of them being kept under separate management structures, as stated in the next sentence, which be-

Raised fears

Sir - Your article "Insensitive bungles" (November 23) was itself rather insensitive, I fear. You carried a number of rumours about Heinemann but you failed to check your information. The end result is that you may have raised quite unnecessary worries in the minds of many of our authors and customers.

Your article makes the point that educational publishing is having a difficult time. Clearly, Heinemann Educational Books, as one of the largest in the field, is affected by these difficulties; and our response is to concentrate on what we do best. We are indeed investing in building a new secondary list. Likewise, we shall also continue to publish both for the Caribbean and Africa but concentrating on secondary textbook publishing. Our Caribbean Writers Series and African Writers Series, in particular, will most definitely be continued.

Our ELT list is very successful, and on behalf of Mr Mike Esplen, the ELT publishing director, can I make it clear that there is a firm commitment to build on our success in this area. There is no question that "the ELT list might be sold off".

Our admirable, but small and unenviable, social science list had been the object of soul searching for some while. The transfer of this to Gower should benefit the list by placing it in a substantial specialist firm developing successfully in this area; it will benefit Heinemann by releasing resources to be concentrated on the core of our publishing - secondary textbooks.

Finally, it must be said that the changes in Heinemann Educational Books this year have not been forced on the company by its shareholders, British Tyre and Rubber. On the contrary, these necessary changes have been initiated entirely within Heinemann Educational Books.

BOB OSBORNE
Publishing director
Heinemann Educational Books
22 Bedford Square
London WC1

Flat note...

Sir - Please put the record right. The photograph on page 25 in the November 30 issue of the very talented Holmfirth High School Boys' Choir and Orchestra and not Stockport Schools Stagesound. It would not have been too bad if they had been supporting Stockport County... but Holmfirth and Huddersfield!

Although Stagesound have been to the Schools Proms before, for many members of the band and the musical director it was their first time. We enjoyed ourselves and together with the other participants could only marvel at the range of talent. A big thank you to all concerned.

KRITH HEALEY
Stockport Schools Stagesound
64 Gladstone Road
Altrincham, Cheshire

Happy maths

Sir - I refer to the book review (TES, November 16) of *Polygons: Planning Mathematics for Infants*. The object of this book is to point the way (nothing more ambitious) to more enjoyable mathematics in the classrooms of the large number of infants' teachers who are still frightened of the subject.

Your reviewer states that this is "not the book we are really waiting for". The main thrust of her criticism was directed against an absurd problem of children sharing conkers. She comments: "How can children take teachers seriously when we offer fairy tales like this?" This problem is simply not in the text, which raises the question of how seriously to consider the reviewer. Was she reading two books at once or did her imagination run riot? In any case there must be some doubt over the value of her judgment.

JULIA MATTHEWS
Editor *Polygons*
50 Sydney Road
Bexleyheath
Kent



Is there a future for the YTS? In the final article in this series, Mark Jackson assesses the chances of school leavers getting longer and more through training.



Building a bridge to nowhere?

The day the Technical and Vocational Education Initiative was announced, one of the principal architects of the new concept of vocational preparation said: "That's the end of the YTS".

This eminent member of HM Inspectorate is not given to glib utterances and he saw nothing to deplore in the idea that the Youth Training Scheme would become redundant once the schools accepted that it was part of their job to give pupils a broad preparation for the world of work.

He was not saying that there would be no need for a national scheme of youth training. Only that the YTS as conceived and launched would no longer make sense.

and uncertainties about the scheme's proposed content. These uncertainties were inherent in the conflicting agendas of those who backed it.

MSC officials wanted to establish the principal that all Britain's workforce should be trained, and also to provide something like a remedial year for those who left school with crippling deficiencies in basic skills and, worse, little confidence or motivation.

The employers wanted to begin breaking down the restrictions of traditional apprenticeship and to spread training around more widely at little or no cost to themselves.

The TUC desperately needed to convince its own ranks that it was securing something valuable for young workers - an updated version of the universal day release it had been demanding for decades - and that it was no longer going to let unemployed youngsters be used as free labour.

The colleges wanted something to replace their vanishing apprentice part-time students.

The Government saw all these objectives as very desirable and wanted, above all to get the level of youth unemployment down.

What nobody, of course, ascertained was whether those in the schools who were coming up to leaving age felt any need for a bridge to work, as distinct from work itself, and if they did, what sort of bridge it should be.

The general prescription set out by the MSC was an amplification of the concept originally agreed by the industry-education consensus - a year of broad vocational preparation for all leavers, both the unemployed and those starting jobs. It was conceded that those who would normally have been recruited as apprentices could be given first-year skills training, but only if they also got the broad vocational preparation bit.

In the event, that is during the 18 months the scheme has been running, the youngsters have made it plain what they think it should offer by voting with their feet. Not in the sense that ministers claim when they use the phrase, by flocking to join the scheme because it is so palpably good for them; but by opting whenever they can for a particular kind of place in it.

The evidence from the field - from careers officers, teachers, personnel managers, and HMI - is that most youngsters only take the YTS seriously as a form of training if it teaches them a trade. They may still value a place which does not provide this, as a way of getting a foot in the employment door, or as a temporary alternative to the dole, but not as worthwhile learning.

Moreso, the colleges have had to accept that most of the youngsters sent to them for off-the-job training and education are not very interested in what used to be called life skills and is now "personal development"; the credibility of YTS college instruction is closely related, the HMI further education inspectors have found, to its vocational content.

The truth seems to be that young people tend to see the attempt to make them "better prepared for the world of work and for adult life" as a prolongation of their schooling rather than a valid part of post-school training. They remain convinced that the real passport to adult status is the possession of a recognized occupational skill.

They are not at all impressed by the doctrine that accelerating technological change and the uncertainties of the labour market are devaluing such skills and that it is preferable not to be tied down by a specific training, to be trainable rather than trained. And they also reject the argument of expediency that it is wasteful to train people for a particular trade if they may not be able to get a job in that field at the end of their initial training, and useful to employers to have a supply of suitably motivated human material without any vocational orientation. To the surprise of the pundits, those who leave school at the minimum age have the same basic approach to preparing for the world of work as the upper classes: that it is important to learn something in depth, even if the skills and knowledge acquired are not going to be used directly in the work one hopes to do. A basic training in argon arc welding is as relevant to the youngster who eventually becomes a car salesman or a van driver as is *Beowulf* to the future merchant banker.

But the youngsters have not been alone in rejecting the central premise of the YTS. In accordance with the doctrine that all youngsters leaving full-time education at the end of the mandatory years need broad vocational preparation, the MSC worked hard to get employers to bring their ordinary recruits into the scheme. Under the additional rule, if they took on five youngsters rather than the two they needed and intended to retain permanently, they got a YTS grant for all five (and the rule has been interpreted very liberally).

But certainly in the first year, very few employers brought their normal recruits into the scheme except where, as in the case of the construction industry, in parts of engineering, and the travel and catering trades, the trainers have more or less junked the MSC's ideas and

implemented their own versions of the YTS based on a very specific occupational training (which subsumes where appropriate the first year of an apprentice course).

More to the point, perhaps, the Government has made it very plain that it does not judge the scheme primarily by its success in providing a year of broad-based preparation.

Ministers rejoice publicly at the rise in the numbers of youngsters going straight into jobs from school rather than into the scheme; and they point proudly to the large number who are terminating their traineeship prematurely because the firms with whom they have been placed have offered them real jobs.

And, despite regular ritual genuflections towards the scheme as a key component in the modernization of the national training system, they still measure it primarily by its success in mopping up leaver unemployment. Like most of the youngsters, the Government thinks of the YTS as basically a super-YOP, a constructive unemployment relief measure which could bring a worthwhile bonus in training of some kind.

To make this doubly clear, the Government has forced the MSC to cut back one places in training workshops (including some which ministers have in the past praised lavishly) because they cost more than placing youngsters with employers.

All in all, it does rather look as though the bridge concept has become very shaky long before the TVEI model starts to provide vocational preparation for those who plan to leave school at 16.

Employers' organizations are beginning to say quite loudly that the YTS must provide hard training if it is to contribute to economic recovery and the creation of a modern skilled workforce. The unions are demanding the same thing on behalf, they say, of the young. The opposition parties are saying that it is the least the Government can do for the young if it can't get them jobs; and even senior DES officials can be heard uttering opaque phrases which amount to much the same.

So one might expect that many more of the filled places this year will be on hard occupational training schemes, and that next year most of the places approved by the MSC's area manpower boards will be either of this kind or provide remedial programmes for the disadvantaged.

That certainly seems to leave no place for the vac prep bridge. But what the CBI is getting round to thinking now is that YTS training needs to be for two, perhaps three years; and the unions and the political parties are already calling for an extension of this kind.

But it is the Government, of course, which will decide. A two-year YTS holds many obvious attractions, not the least being the beneficial effect of removing 17-year-olds from the labour market, but also because it would represent a significant step towards the creation of a modern training system.

On the other hand, to offer a programme of this duration and quality to everyone could cost a good deal of money: a government which is not prepared to spend even up to the limits it originally set for the YTS and which has just refused to guarantee a place in the scheme to unemployed 17-year-old leavers is hardly likely to accept a massive new addition to the costs.

What it might well want to do is to offer a reduced grant to employers who opt to keep trainees on for a second year. This would be unlikely to produce enough places for all those unable to get jobs after one year in the scheme: they might be accommodated in an expanded Community Programme, which the Government has just decided should include training.

And if that does not provide enough places, there is always the possibility of introducing a national community service programme along the lines advocated by Dr David Owen: this could take over many of the unskilled jobs in hospitals and the social services if and when the public service unions become sufficiently weakened.

Now, if employers were to accept the responsibility for part-funding a second year for those they thought worth training properly, it is probable that a lot of them would lose interest in training other youngsters. This would make it very much more difficult to give anyone a one-year programme of serious skills training.

At the same time, there are some trades, like retail distribution, in which all the learnable skills can be acquired in a good deal less than a year. For the first group, the ones for whom a real training place was not available, the need would be to find some way of keeping them off the streets until they were ready to go into the Community Programme, a scheme of national service or low paid jobs under the Young Worker Scheme.

The other lot would need something to fill in the long-spaces in a two-year training entitlement. Vocational preparation, which can be anything you care to make it, is the ideal time filler.

So the YTS may well go on offering some youngsters its bridge between school and work, even though everyone knows it doesn't reach the other bank.

Announcements

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15

FEATURES

What England expects of engineers

While the Government plans to cut the grants of many students, it is paying full salaries to a few to engineer themselves a life on—or under—the ocean wave. Bob Doe reports.

Undergraduates at one of Britain's best-equipped technical institutions will not have been greatly exercised about plans for increased parental contributions towards student grants. At the Royal Naval Engineering College at Manadon in Plymouth, the Government pays students an officer's salary while they read for a broad engineering degree that has the approval of the Council for National Academic Awards and is sought after by some employers. And they are not expected to make any formal commitment to join the Navy until after they graduate.

There are one or two drawbacks, however. Inevitably the college is somewhat monocultural. As one student officer put it: "I can afford a sports car but I haven't got a girlfriend."

There is no ban on Wren engineering officers but the numbers going through Manadon are few and far between and the Navy will not send them to sea.

At HMS *Thunderer*, as Manadon is called after the RN's first all-steam battleship, undergraduates are not quite in the Navy and not quite out. They are not subject to the Naval Discipline Act but not as free as most university or polytechnic students.

During their time at the college they are expected to develop "a pride in the service and the uniform" which they wear to lectures; to learn the conduct becoming in an officer through formal dining and speechmaking in the mess; and the do's and don'ts of shipboard life. Formal parades (compulsory) are held four times a term and prayers (voluntary) weekly. They are also expected to do routine administrative, officer of the day and guard duties.

They must attend lectures—but that is what they are being paid two or three times the student grant for. All bachelors must live in on the 100-acre campus for the first year where study bedrooms are called "cabins" and a trip into Plymouth "a run ashore".

They are clearly expected to work hard and play hard and this they seem to do. For 240 undergraduate students (80 a year) and some postgraduates on specialist courses, there are 61 well-supported sporting and other clubs and societies—with no arts faculty to take all the creative honours. They are also expected to undertake some "adventurous" activity during their vacations.

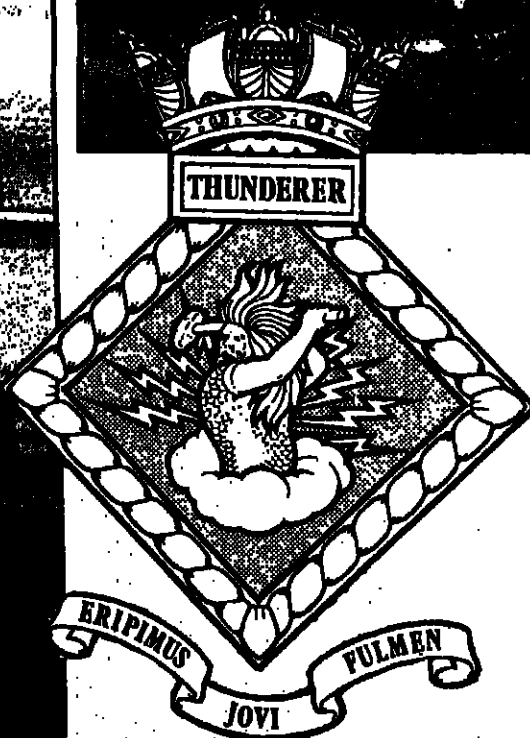
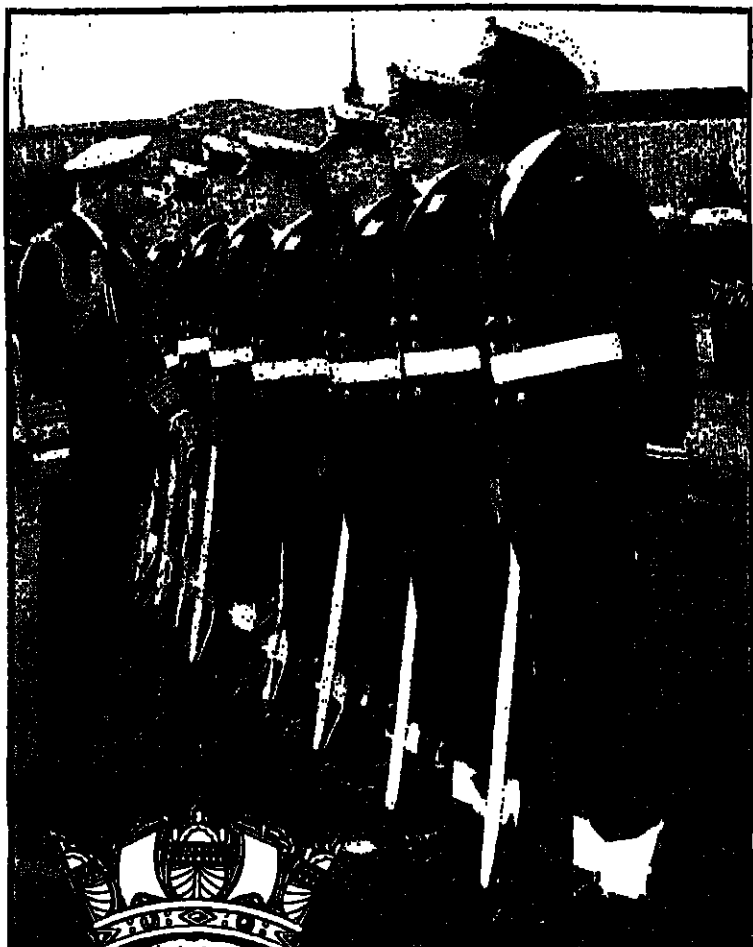
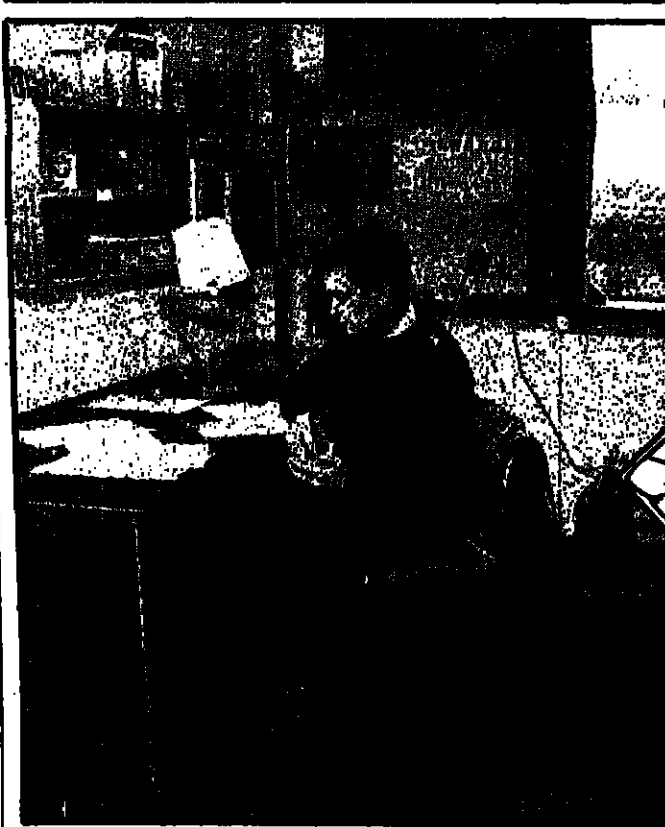
Staff play an active part in these extra-curricular activities and relationships between teachers and taught seem relaxed and informal. The word "Sir" is much in evidence but junior officers are addressed by their first names and there is no formal equivalent in the mess to the distinction between senior and junior common rooms.

Like polys and universities, the college has an academic board, with two student representatives, and carries out research to keep staff at the frontiers of their subject and to provide realistic projects for students.

The work of both teachers and taught is carefully monitored. Regular observations and reports on the work of the well-qualified officer-instructors is an accepted part of service life. According to some graduate entrants, the result is that lecturers are not necessarily better than the best in universities and polys but are more consistently good. Staff generally only serve a five-year stretch at Manadon.

An individual tutorial system keeps a careful watch on students' progress: falling behind with work can result in being "ROB'd" (required on board), naval parlance for stopping an officer's leave. But only one student has failed his degree in the last three years.

Though staff and students may all be scientists and engineers, Manadon is far from being monotone. The complexity of HM Ships today is such that engineering officers' training must encompass virtually every branch of engineering. Ships have to maintain their own power for heat, light and propulsion for long periods, and purify their own water; the electronic eyes and ears of the ship involve some of the most sophisticated telecommunications equipment around; the Air Arm and the tendency to include helicopters



Though they are not committed to joining the Navy after they graduate, students at the Royal Naval Engineering College, Plymouth, wear uniform, have regular parades and are expected to work and play hard. HMS *Thunderer*'s ship's badge (left); study bedrooms are known as "cabins" and going off campus is "a trip ashore".

aboard modern warships brings in aeronautics and the thermonuclear training for submariners; engineers compare with that for the CEBG. Manadon also trains those engineers who will be responsible for the Navy's weapons, which include Polaris nuclear missiles.

Although student officers are expected to get some sea time in for practical experience, the college is equipped to give practical instruction on much of the equipment an officer will be responsible for, including working engine rooms containing turbines of the kind used in modern warships and complete aircraft.

In line with the Flinniston report, students also have to do an 11-week workshop course which includes a "design and make" project. The Navy's welding, machining, casting and soldering may be done by technician ratings or dockyarders, but engineering officers are frequently called upon to supervise or to appreciate what is involved.

Just under half the Navy's strength is involved in engineering of one kind or another under the guidance of 30 per cent of the officers.

Two periods a week of "complementary studies" cover trade union, social and political affairs, psychology, environmental issues, management skills and the theory and practice of war.

Outside lecturers brought in to give "the other side of the case" are said to go away impressed; they often expect to meet "our boys"—only to find them well informed and articulate.

Those I met seemed confident and quietly enthusiastic. One instructor described the students as "from the right hand end of the spectrum" but none had ever been asked for his views on nuclear weapons during the selection process and a few, it was alleged, had made no secret since of their rejection of the nuclear deterrence theory.

There is plenty of opportunity to avoid—or to be rejected for—that line of the Navy's work. All students follow a general course for the first two years in mechanical, electrical and control engineering with maths and computing and materials science. There are exams every year.

In the "final" year they have to specialize in one of five areas: surface or underwater marine engineering, surface or submarine weapons or air engineering. The choice is not entirely a free one; the Navy's requirements are considered too. But two out of three are said to get their first choice.

After graduating, they normally go on to complete their general naval training, if they have not done this before Manadon, and return for a

specialist engineering applications course, to qualify as chartered engineers and for further lectures on such subjects as morale and discipline, "sensible drinking", drugs, sexual offences and "The (Soviet) Threat".

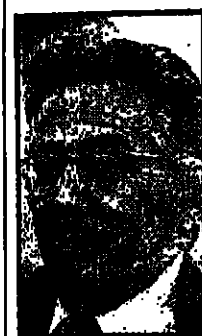
But they are not required to have made a firm commitment to the Navy until they reach the trained strength. For £200 "return of service" they can buy themselves out before they graduate. After they graduate it can cost £2,500 but that is still considerably less than the £12,000 or so they will have been paid by then.

About one in ten drop out voluntarily each intake and one or two a year may be requested to leave for reasons other than academic, "not officer material" as one staff member put it.

Clearly nobody would apply for Manadon unless they had some inclination towards naval service life. But the defence industries think well enough of the course to send their own sponsored students to study there. Over 70 firms subscribed to a recently published history of the college. A Manadon degree, followed perhaps by a minimum five-year short service commission with experience and responsibilities unparalleled by any other first job in civil life is likely to stand them in good stead with some employers.

1944 AND ALL THAT

Max Morris reflects on the shifting attitudes to vocational education since Butler's Education Act



Is the present trend towards vocational education and "voc prep" a fundamental reversal of traditional educational thinking? Or is it simply a case of an old idea dressed up in new clothes whose protagonists have jumped on a fast-moving bandwagon? These are not academic questions. There are important political as well as educational issues involved. So it is worth looking back at the attitudes, ideas and, indeed, ideologies, that have marked the post-1944 years.

There can be no question about the interpretation of the Act by the Curzon Street policymakers. This was enshrined in the notorious Pamphlet No. 1 of the new ministry. *The Nation's Schools*, which presented the official view of Britain's educational structure. Its most significant sentence declared that the education of the majority of children—those in the modern schools—was to be determined by the fact that their

"future employment will not demand any measure of technical skill or knowledge". They were clearly to be, in Biblical parlance, the hewers of wood and drawers of water of our society.

This Platonic approach represented what was even then an old-fashioned view of vocational education. It corresponded to already unimaged ideas of British industry accommodating a vast unskilled and semiskilled population and only a small number of technically educated workers. And it explains why we developed in reality not a tripartite but a bipartite system of grammar and modern schools. The secondary technical schools were never more than a small minority.

Because of Labour movement opposition under two Labour ministers, the policy of low grade education for the masses could not be presented as vocational education. It was disguised as "practical" education for children for whom the academic approach was declared unsuitable, and became the intended objective of the secondary moderns. These, as new buildings began to spring up, were usually equipped with excellent workshops for the boys which gave basic training in the use of simple tools—all that they were supposed to be capable of. Their products would be good factory fodder or building labourers. And for the girls there were kitchen, needlework and typewriting facilities.

The few technical and commercial schools often developed a technically or commercially biased grammar school type of education. I taught in one of them for many years. Standards were high but the curriculum was lopsided. Workshop and craft training periods displaced music, art and a modern language, and English was partly distorted to make its content more "utilitarian". Some of this small sector were "trade schools", openly vocational.

Traditional academic education continued in the grammars, scant attention being paid to any form of technical studies. Education here was not supposed to be "useful". But, in fact, the majority of pupils were being trained to staff the offices of both local and national government as well as industry and commerce. The inferiority of anything "utilitarian" was emphasized by the low esteem "practical" subjects enjoyed in the external examination system.

If these arrangements were challenged it was

certainly not because of any powerful advocacy of vocationalism. Thus, though the movement towards the comprehensive school aimed at a comprehensive curriculum including a substantial technical studies element, this was generally presented as a turn towards modernizing the over-academic content of liberal education and was part and parcel of a reforming zeal to remove academic "clutter" imposed on the schools by the examining boards, which would have delighted the heart of Sir Keith Joseph.

Paradoxically, the introduction in some areas of bilateral schools—mainly modern/technical—intended to ward off the pressure for the comprehensive, resulted in the provision of excellent facilities, in new buildings, with considerable "technical" potential, which made the schools very attractive. This could be interpreted as an incipient approach to vocational preparation in the fifties. But it did not catch on, being overtaken by the powerful movement towards the comprehensive.

Again, paradoxically, the secondary moderns pushed towards taking O levels, a movement which gathered force in the fifties and sixties and helped to undermine the threadbare theoretical arguments that underpinned the separatist secondary structure. The majority of the children, downgraded in *The Nation's Schools*, produced numerous candidates where the schools had the necessary staff and facilities. The trend in the moderns was to prove themselves academically rather than towards emphasizing "utility" courses.

At the same time, the introduction of the CSE in the mid-sixties loosened up rigid attitudes to curricular reform, especially through Mode 3 schemes. No one can say just how much curricular reform resulted, but it was substantial in spite of tendencies for the new examination to ape the traditional O level. The very existence of the CSE predisposed teachers to consider new ideas and served to help undermine the "non-utility" approach, first in the moderns and then in the rapidly developing comprehensives.

It was here that the biggest changes were taking place in curricular attitudes. These have been grossly underestimated by commentators who have tended to emphasize the continuing influence of the grammar school curriculum. True

enough. But one of the biggest changes that the comprehensives brought about was the availability within most schools of facilities for technical studies in the broadest sense for all pupils, often of very high quality and allowing of advanced work. Technical studies did not mean vocational education but they added what I would describe as a strong "utility flavour" to the work of the school. This was one of the important things which made the comprehensive different from the grammar school.

The quite large-scale growth of practical community involvement and even the relatively small-scale introduction of work experience and link courses with FE colleges were examples. It is true that the latter two developments became more and more concerned with the post-16s, but the general idea of work experience became increasingly acceptable in secondary school curricular thinking.

Thus it was in an ambience which was already in process of change that, in 1976, the impact of the Ruskin speech was made and that we had, for example, *Understanding Industry* from the CBI and the Schools Council Industry Project with the collaboration of both CBI and TUC. Though all of these were concerned with education's links with industry and did not have a vocational twist as such they helped prepare the ground for what followed in the way of "voc prep", CGLI foundation courses (even if to no great extent) and the later initiative of the MSC, the TVEI.

While it is too early to say whether there will be any fundamental change in the direction of the secondary school curriculum for the under-16s in the next few years, there is little doubt that the "utility" approach has come to stay, for better or worse. Efforts such as those of the joint board for CPVE and the B/TEC to thrust downwards into the school curriculum for the under-16s, would have been unthinkable until recently. And the full impact of the TVEI has still to be felt.

While the words of the Mandarins of 1945 may today sound bizarre, their ideology still persists, brought up to date. For, however widely "utilitarianism" has developed, there is little sign that it will impinge seriously on the education of the "academic" minority. Its main impact is likely to be on the "practical" majority.

Now they would be able to give some justification for discipline.

"We were constantly reminded that work discipline was vital in factories from a health and safety point of view," commented Norman Palmer. "One craft apprentice summed it up best by saying, 'In school, discipline was an imposition, but in a factory it becomes a responsibility'."

By the time Ray and Norman finish their course they will have travelled 15,000 miles, the length and breadth of Britain, and studied the technology and work organization of more than 20 companies. They are confident they will then be able to rewrite their curriculum to incorporate their experiences and to update their teaching.

Such in-service courses should be vastly expanded, in their view and that of the director of the Cambridge course, Mike Sharnan who calls it the "Rolls Royce" of school and industry schemes. "It is unique because it offers such an extensive range of industries; others offer teachers a 10-week course in one company which is really too narrow for their purposes," he said.

"These two teachers are guinea pigs to see if they could learn with engineering graduates. We have proved they can. But the year-long course the teachers joined for a term has just had its resources cut."

Ray Daniels (left) and Norman Palmer at General Motors, Luton.

Control technology

Discipline has its uses in industry, two teachers on the 'Rolls Royce' of school and industry link schemes tell Howard Sharron

I HAVE been at school since I was five. I was even one of those teachers that went back to his old school after teacher training," confessed Ray Daniels with a smile. "I just felt a need to get out and see what was happening in industry first hand."

As the 40-year-old head of craft, design and technology, at the Chesterton Community College in Cambridge, a 1,100-pupil comprehensive, it seemed to him absurd, even irresponsible, to have had so little contact with the nitty gritty of industrial production.

That was how he joined a group of engineering graduates for a hectic, roller-coaster programme of industrial initiation, organized by Cambridge University's Advanced Course in Production Methods and Management.

Much the same was true of Norman Palmer, head of physics at De Aston comprehensive, Lincolnshire. "After 10 years of teaching, and trying to make physics apply to the real world I needed an injection, to make my teaching more relevant and to enrich our curriculum."

Both got more than they bargained for. In the first six weeks of the term-long course (with no half-term) they had been taken through 14 different firms, high-tech, low-tech, from food manufacturers to helicopter makers.

Nor were their visits to the factories simple shop-floor tours. As the only two teachers attached to the normal course complement of 24 engineering graduates, they had still been expected to keep up with lectures on technology and carry out project work. The only difference was that the engineering graduates were set real production problems by some of the plants they visited, whereas Norman and Ray felt it would be more useful to carry out a survey on what people

in industry wanted from schools.

The picture emerging from detailed questioning of 40 personnel managers, training officers and craft apprentices has surprised them both. "Many felt that educational output is much better than before. We are thought to be producing much more self-confident children, who know more about more things," said Norman Palmer. "It is something that the teaching profession can be genuinely proud of."

"On the other hand," added Ray Daniels,

attitudes in favour of school uniform and discipline have hardened their attitudes in favour of school uniform and discipline.

Experiences of that sort had hardened their attitudes in favour of school uniform and discipline.

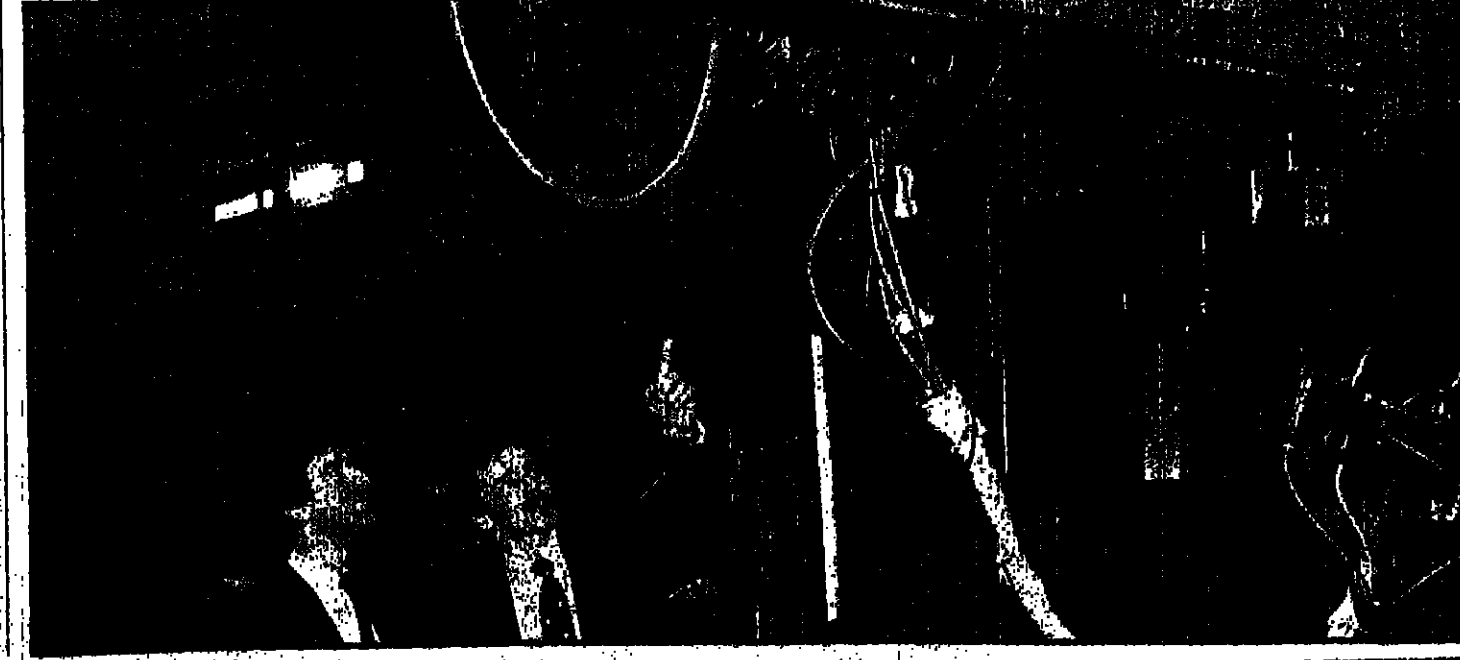
Experiences of that sort had hardened their attitudes in favour of school uniform and discipline.

there are very strong feelings about the lack of industrial awareness in children and among potential employees. We don't give our children a detailed enough knowledge of the world of work, and yet all the factories we visited said they would welcome school parties and greater liaison, with the proviso that it had to be well organized. At the moment, fewer than a third of schools have any contact with local industry."

Apart from the immense amount of technological knowledge they had acquired, not the least of which was that industry still used imperial measurements half the time, whereas schools have largely gone completely metric, Ray and Norman said their perceptions about industry had been changed by the course. They had been impressed at just how industrial and innovative Britain still was, and by the complexity of the "simple" factory with its numerous levels of support services backing up production.

They had perhaps been a bit shocked at the rigours of industrial discipline. They recounted how one personnel manager had noticed a school leaver arriving for an interview in outlandish punk gear, and had instructed the training officer to get him off the premises as soon as possible. "It was not just the prejudices of managers," said Ray. "We were told that the workforce simply would not put up with that type of apprentice."

Experiences of that sort had hardened their attitudes in favour of school uniform and discipline.



ARTS

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BOOKS

CHILDREN'S LITERATURE

"He's been!" my father used to cry on Christmas mornings long ago. When I spread out this offering of seasonal books I felt much the same kind of avuncular sensation, for publishers do try hard this time of the year to achieve that round, brandy-flavoured, dammit-the-expense effect. Mind you, the extent to which they are running up hill against proven competition was emphasized by the way that visitor after visitor looked at this array and said, "that's the best one!" pointing to A Christmas Carol (Penguin £2.95). This is a paperback reprinting of a Penguin edition of 1946 and represents an economical way of buying - or giving - a well presented copy of this much loved work.

A well known Christmas publishing phenomenon is the book which is filled with things to do, though whether anyone actually does them is another story. Sometimes, as in Tom Tierney's Santa Claus Paper Dolls (Constable £4.10), the book simply consists of things to cut out. Don't knock the idea though because many children love cutting out and these multifarious Santas are well drawn and replete with "St Nicholas" lore.

"If anyone could review a book of Christmas stickers you could," said a friend with much false bonhomie. Thus do I hereby report that Ed Sibbett jnr's 88 pressure-sensitive designs are varied, tasteful, much appreciated by young children and pretty sticky to boot. (Decorative Christmas Stickers, Constable £3.45).

Another book intended for dismantling is Christmas Crackers edited by Rosemary Canter (Macmillan £4.95) which has stories, poems, games, a crib, a puppet Santa, recipes and decorations. Jill Bennett's The Christmas Book (Scholastic £1.75) covers the same kind of ground but is smaller, less ambitious and correspondingly cheaper. Jill Bennett's book perhaps has the edge on the similarly priced Christmas Activity Book from Lion (£1.50) although the latter does have a rather nice stained glass window feature and the cover comes off to make an advent calendar. The artwork in The Lion Christmas Book (£4.95) edges just a little towards the kitsch as does the selection of prose and poetry which it contains. The "Ahh" factor does come into its own at Christmas, however, and there is a lot of pleasant reading here for the money.

The rest of the group are in one way or another story books. Peter Spler's Christmas! (Collins £3.95) is a wordless sequence of well painted and very busy pictures about a family Christmas. The family in question is white, middle class and not without a bob or two, which probably indicates nothing



The Annunciation by Jan Pienkowski from *Christmas*, reviewed below

more than the book's most likely market. Lovers of Thomas the Tank Engine - and they come in all sizes and age groups - will drool over Thomas's Christmas Party (Rev W Awdry, Kaye and Ward £3.95) with its beautiful Clive Spang illustrations. Followers of that other cult figure Snoopy will delight in the lively pop ups in Charles Schulz's Snoopy and the Twelve Days of Christmas (Hodder and Stoughton £4.95).

Christmas Secrets by Ann Schweininger (Viking Kestrel £4.95) and Christmas Presents for a Friend by Peggy Blakely (A and C Black £4.95) are both lively books to share quietly with a child. Ann Schweininger tells her story by means of speech bubbles which is all very well except that here the speeches consist entirely of upper case letters which drastically restricts their accessibility for young children following the parental pointing finger. Carolyn Haywood's Santa Clause Forever (Oxford University Press £4.95) is a humorous tale in which Santa has his trousers catch fire and narrowly escapes redundancy.

Rather Christmas City by Alain Savino is probably another book to read on the parental lap. The pages are large and the pictures unusually bold and vivid in an almost Disneyesque way. (Hamlyn £3.95).

The remaining two books are for slightly older children and each aims to evoke tastefully and thoughtfully the central mystery of the Christmas story. To this end careful thought has been given not only to the words and

pictures but to the whole of the book's presentation. Each publisher has been generally successful and each book is a pleasure to own and would make a very suitable gift especially perhaps in the Christian context of a church or a Sunday school. The Holy Night by Solima Lagerlöf is a translation of a Swiss legend about the birth of Jesus. The language is very suited to the mythical nature of the tale. "But the shepherd did not wish to lose sight of the man before he had found out what all this might portend." I was, however, disappointed that in a book where presentation and design have been given so much thought a typographical error should have been allowed to mar the final climactic paragraph (Blackie £4.95).

Christmas by Jan Pienkowski (Heinemann £3.95) definitely sets out to be a beautiful artifact and I confess to being entirely won over by it. The main illustrations - one to each double page - are silhouettes ravishingly executed, filled with exquisite detail and supported by subtle and evocative colour. And in each facing page the text, in a large and very clear typeface, is enhanced by lovely curves of foliage and by illuminated capitals. The story is told in the words of the King James Bible, a publishing decision which cheers me immensely and reassures me that there are still those who understand the essential oneness of medium and message.

Gerald Haigh

Not so inscrutable

China: The Land and the People. By D C Money. Evans. £9.95. 0 237 508028. £4.50. 0 237 507323.

Langman. Revised Colour. Geographies. Changing China. By John Whomsley. £1.75. 0 582 22065 3.

China is no longer the unknown and undated giant of the Far East. A spate of articles and books and Channel 4's superb television series, *The Heart of the Dragon* have provided many detailed insights. Now that curiosity has been aroused it is gratifying to see the arrival of two geographical studies of China - Money at O or A level and Whomsley aimed presumably at the lower secondary school.

Both books are well illustrated, largely with photographs taken by their respective authors. *China: The Land and the People* is superb and printed throughout in excellent colour, the photographs alone justifying the purchase price of the paperback. By most ordinary standards, *Changing China* is effectively illustrated, mostly in colour, but nowhere to the same high standard as in Money's more detailed survey.

Whomsley's title is the Longman Revised Colour Geographies series where "emphasis has been placed on involving pupils in the learning situation." This presumably prompted the author to ask pupils to scrutinize the opening photograph in the book and find "a man with an iced lolly". Since a child of two could do this standing on his head, China or no China, it comes as something of a shock to be asked later on to explain what is meant by "Strive to achieve the Four Modernizations".

Changing China is basically a topic book with chapters such as "Country Communities", "City Contrasts and Trade", "Transport and Development". Unfortunately, its usefulness for that purpose is impaired since there is neither an index nor a contents list. The book works best where the author has provided detail on simple study lines, such as the work of the Wu Kwei Production Brigade near Chengdu.

Money's book falls between two stools - produced primarily as an O level textbook but designed in such a way as to attract and inform business and tourist travellers to China. In fact it is far too detailed for the former and too geographical for the latter. Neither group will get much out of banalities such as "Families who have saved to

buy a set may watch TV."

None the less, it has a first-class contents section, an excellent place name and general index, a reading list, a comprehensive glossary and a summary of climatic data. As such it will prove an excellent library book on China at the limpbac price. Money also includes a useful Pinyin-Traditional wordlist - an uncharted area fraught with peril for the writer on China, as when Whomsley uses the unfamiliar Chang Jiang (Pinyin) for the Yangtze but reverts to Traditional for the "Empress Tzu'u-lai" instead of the terse Pinyin "Empress Cih".

Philip Sauvain

International Handbook of Education Systems. Vol 3: Asia, Australasia and Latin America, edited by Robert Cowen and Martin Maclean (John Wiley £30.00 0 471902144). is a new and essential addition to the comparative educationalists' bookshelf. The national profiles here follow roughly the pattern established in the two previous volumes; diagrams have been standardized as have the UNESCO provided statistics; first-hand experience has been drawn on to amplify the official data.

What next?

School Leavers and their Prospects: Youth and the Labour Market in the 1980s. By Kenneth Roberts. Open University Press £5.95 0 335 10418 5.

Youth Training: Principles and Practice. By John Morrison. Hutchinson £7.95 0 09 158321 7.

The Training Investment. By Jeremy Harrison with Michaela Dunge. CRAC £8.50 0 86021 539 3.

Careers Encyclopedia. Edited by Audrey Segal. Cassell £17.95 0 304 30933 8.

Jobs and Careers After A-Levels. By Mary Munro. CRAC £2.90 0 86021 530 X.

Connections: Biology. Edited by Dr Alan Lansdown. CRAC £2.90 0 86021 556 3.

So You Want To Get A Degree? By Judith Bell and Gordon Roderick. Longman £3.95 0 582 49714 0.

Successful Job Hunting for Managers, Professionals and Graduates. By RCI Miller. Basil Blackwell £12.50 0 631 13397 6.

There is considerable unease amongst a number of those working in education that current attempts to develop a more vocationally orientated curriculum will introduce greater conformity, mediocrity and dullness into the secondary school. However, there is a great deal of misunderstanding about the aims of the pre-vocational and vocational curricula. A successful pre-vocational curriculum will combine the best of the so-called liberal curriculum with a response to the uncertainties caused by changing economic and social conditions. The confusion comes when the pre-vocational curriculum is - wrongly - seen as having a narrow vocational slant.

All the books reviewed here consider in their different ways the controversies and problems of recent developments in the pre-vocational and vocational fields in the youth labour market, training programmes and different levels of career and job guidance.

Kenneth Roberts' book is a good study of youth in the labour market of the 1980s. An experienced researcher and writer in this field, Roberts challenges the existing terms of the debate and offers some suggestions for the future. He makes three initial points. First, that although selection at 11 plus has almost receded into history, selection at 16 plus is even more seriously divisive, and it is exacerbated by unemployment. Second, the changing shape of the occupational structure means that although the demands for qualifications become more numerous and important they do not guarantee jobs. Third, the change from adolescence to adulthood is today less certain and more fluid. Adolescence in Robert's view used to be a clear transitional phase between two known statuses, childhood and adulthood. He links this to the increasing trends of several changes of job during an adult's working life, and the challenge to traditional gender roles. Thus, to survive, today's youth must be able to be far more flexible and adaptable than their parents ever needed to be.

Roberts analyses the 1950s and 1960s when the transition from school to employment was assured, but in doing so he does not seek a simple restoration of that period, but instead a confrontation of the new realities of the 1980s. It is true that by the time youth employment had become a national problem the education service was on the defensive, because of a feeling (wrongly in my view) that standards had declined, that technical education had been neglected and that careers education was inadequate and therefore ineffective. Thus the

burgeoning empire of the Manpower Services Commission has been able to demand - and get - a vast share of the education budget and proposed business-like solutions which may do the opposite of what was intended and actually further alienate young people by hastily contrived and poorly taught training.

The author's solution is to suggest a blending of the right mixtures whether they be education, job-based training or employment which will help to deal with the problem, providing there is continued public support for the 16 plus age group. This is a stimulating and worthwhile book.

Youth Training: Principles and Practice claims to be an unparalleled resource for all involved or interested in foundation and youth training. Part 1 considers the need of trainees, the content and methodology of foundation training emphasizing its as formative training. Part 2 examines 18 varied case studies from within the industrial, further education, community and training sectors. Part 3 offers practical advice in starting foundation training courses mainly within the Youth Training Scheme. Don't be put off by the somewhat dull title of the book, or by the fact that it doesn't make lively reading. It is hard to make the YTS interesting, but this book is clearly written and very helpful.

The Training Investment is a book for the employer involved with the Youth Training Scheme. It is densely packed, over-filled with diagrams which concentrate on the design and management of such training courses. The authors write about vocational education and training from the cradle to grave, which makes for somewhat grim reading. Although produced as a handbook (and therefore to be read in that context) it does at least admit that many of the Youth Training Schemes have been seen as mere palliatives.

Audrey Segal's well-known *Careers Encyclopedia* now in its eleventh edition is so useful that anyone involved in careers guidance at any level ought to refer to it. It is an excellent reference book with a lucid and informed introduction. The author points to the problems young people face in having to think in terms of broad occupational groups and, by implication, broadly-based training rather than a single occupation. Everything is covered in the book from a career in arts to publishing, politics, hotel portering and becoming an HMII.

Mary Munro's book will be most helpful for those young people searching for jobs after A levels. The 43 examples of job-profiles of people with A levels could be particularly useful as they range for example from public services and commercial administration, to finance and insurance, the scientific and technical fields to transport and travel.

Connections - Biology contains everything one would want to know about the opportunities within the biological sciences. The book is part of the CRAC Connections series which helps students relate a particular subject to jobs and careers.

Bell and Roderick's readable, practical and helpful guide to degree applications aims to help students through the educational minefield and above all it stresses that every option should be considered when thinking of higher education.

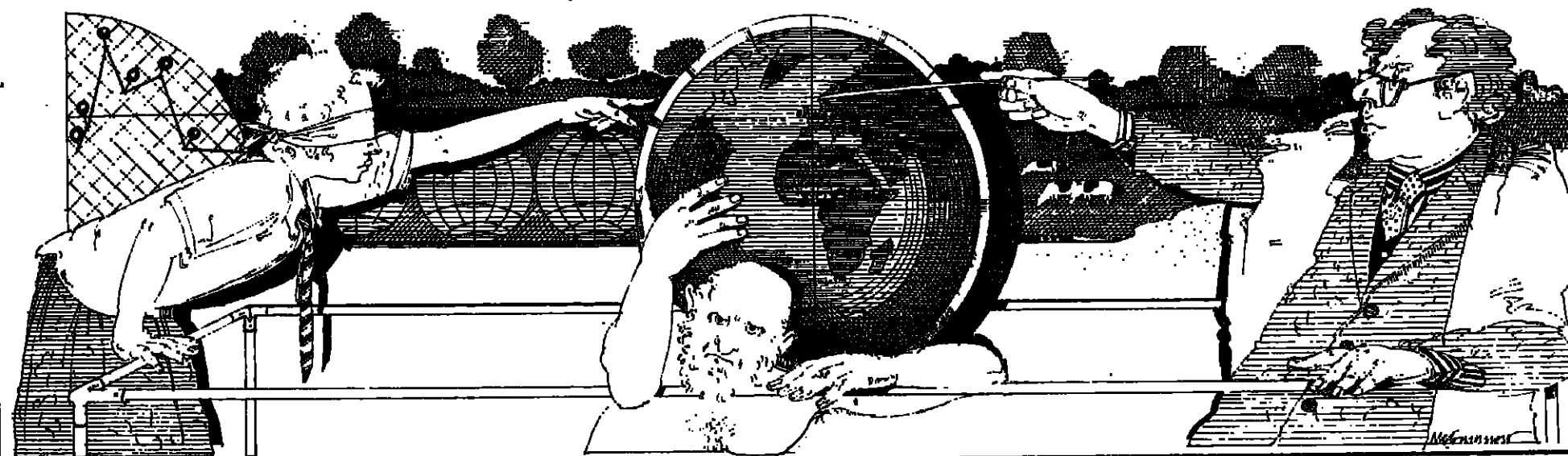
Finally, for the recent graduate or recent entrant into a professional or managerial post, RCI Miller's advice may be of help. The author in a spirited and authoritative style, argues that following his approach to job-hunting commitment, hard work and careful planning will improve the reader's chances of getting the desired job.

Richard Evans

Adventures in Wonderland with illustrations by Justin Todd (Gollancz), Jan Pienkowski's *Christmas* (Heinemann) and *The Woman in the Moon* and other tales of forgotten heroines, by James Riordan, illustrated by Angela Barrett (Hatchinson).

A display about this year's Other Award winners can be seen at Brent Libraries during January as follows: Harlesden (January 2-8), Ealing Road (January 8-15), Brent Town Hall (January 15-22) and Neasden (January 23-29).

EXTRA GEOGRAPHY



The world we have lost

by Brian Waites

Recently, an eminent professor of geography was attending an academic conference which included several day field excursions. Each excursion involved a coach journey of about 40 miles to reach the geographical study location. The professor noted with dismay that none of his younger learned colleagues bothered to look out of the windows of the coach at the passing landscape. Nor was any provision made by the guide to explain the journey geographically. The geography began only when the location was reached.

Our meddling intellect
Mish-mashes the beauteous forms of things
We murder to dissect.

Additionally, the rise of quantitative geography, especially in schools, is leading to a severe decline in literary merit. Assignments, quite properly, follow the acknowledged methods of hypothesis formulation, data collection, data analysis, significance testing, evaluation and conclusions but in doing so they frequently avoid the use of fluent, continuous, correct English. The expensive and time-consuming nature of fieldwork has meant a decline here too, so that a wider gap is beginning to form between theory and practice in schools. To deny fieldwork is to deny the chance of seeing the wholeness of geography as it exists in the landscape.

The loss of regional sense is now well entrenched. Do people know or care where they are? The impersonal motorway has rendered the necessary, it seems, to know about the journey. The high-flying tourist travels from A to B without noticing the thousand miles in between. Television programmes on exotic places all over the world frequently omit to indicate exactly where they are located.

Long ago, A J Herberston wrote: "If geography did nothing but taught a child to see, know and love his own district, it would be an inestimably valuable element in education". Do we, as teachers, try hard enough to encourage this love of region? Do we, indeed, believe in it ourselves?

Perhaps regional geography needed radical revision, but what has replaced it? Many syllabuses and textbooks today, carefully concept-based, jump around from Calcutta to Canberra; from the Amazon to the Arun, as they search for examples without giving true geographical context. How can pupils know their Aleutians from their Antilles? If you ask them where places and countries are few will know, nor can they draw maps to show the shapes continents, etc.

The recent explosion of geomorphology and the rise of university chairs in this sub-division of geography is contributing to disunity. Is geography still finding its distinctive role in

bridging the gap between physical and human phenomena? Even within the whole field of physical geography, entire, almost self-contained, specialisms have arisen which are producing decentralization in this naturally holistic subject.

Our meddling intellect
Mish-mashes the beauteous forms of things
We murder to dissect.

What is the old magic of "far away places with strange-sounding names"? Instead we are belaboured by non-parametric measures of association, spatial autocorrelation, undimensional conjoint models, origin-specific cost-decay parameters, tipping points and Markov chains. Indeed, it is the world view we have lost and the language to conjure up its finest images.

The vital sequence in geography teaching has been violated too. How many primary schools teach geography as a developing sequence over four years? Do they, instead, substitute spasmodic environmental studies? In how many secondary schools has geography been submerged under humanities, integrated studies, interdisciplinary inquiries and the like?

What is the sacrifice made here, especially in terms of the geographical contribution to visual education-geography? All over Britain pupils are either dropping geography in the third forms or not doing it at all. Will its educational value ever be truly recognized?

The revolution in geography during the past 20 years has brought many benefits and will continue to do so. As these percolate down to schools can we also hold fast and reinforce the eternal values of our subject too - observation and "eye for country"; the centrality and wholeness of landscape; theory and practice in balanced harmony; the exotic; establishing the right; the exotic; world views based on the atlas; visual insight; an ability to provide "world knowledge" as a service; to see and encourage the learning of geography as a necessary sequence.

In a world beset by economics and economic recession the real geographer will find these absolute truths are quite inexpensive to implement and, best of all, "yield him a philosophy" and renew his faith in humanity.

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EXTRA

In the light of experience

Keith Grimwade on the need for a new approach to teaching about the developed and developing worlds

The Inner London Education Authority granted me unpaid leave of absence for the academic year 1983-84 and I spent eight months travelling in Asia, Australasia and America. My travels will influence my teaching in many ways, and one concept I found myself constantly re-examining against my experiences was that of the developed and developing worlds. In this article I present my arguments for abandoning this concept in favour of a more sensitive and informative system of classification.

It was the great differences I noticed between India and Thailand, the first two countries I visited, that started me thinking critically about this concept. Throughout my travels in India, mainly in the north-west of the country, I saw a great many very poor, hungry, and ill people. I did not visit the poorest peripheral regions of Thailand, but I did travel extensively and although there were many poor people by Western standards, in comparison with India they seemed generally better fed and healthier.

Principal economic indicators give weight to my impressions. For example, India has a per capita GNP (1975) of US \$150 whereas Thailand's is \$350.

This difference of more than 100 per cent is of very great significance and is clearly reflected in the people's standard of living. However, because both figures are relatively low in comparison with those of Western industrialized countries (UK \$3,840) India and Thailand are invariably found as part of the same region on world maps of per capita GNP distribution.

I will briefly mention two of the many other ways in which India and Thailand seemed very different. First, in India your caste determines your job and position in society and for the millions of untouchables there is little spiritual or material hope. In contrast, Thailand is 90 per cent Buddhist and this religion offers the hope of achieving enlightenment to everyone. Many men spend part of their lives as a Buddhist monk, often entering a monastery during the rainy season while the rice is growing and there is little work on the land. Time spent as a monk gains the respect of the community even for the poorest.

Second, India is a vast land area with 14 official languages and demands for decentralized government or even independence. In contrast, Thailand is

a relatively small country and the vast majority of the people share a common racial origin, language and religion; perhaps not surprisingly, it gives a more confident, independent impression to the visitor.

To conclude my comparison of India and Thailand, the differences between them seemed so significant that I am certain that classifying them under the same heading "developing country" can only result in misleading ideas. Similar distortions of reality are inevitable for many other countries we classify as "developing" because we cannot give each its own detailed examination.

My dissatisfaction with the developed-developing world concept was even greater after visiting Australia and New Zealand because, in the same way that the concept fails to cope with the differences between developing countries, it fails to cope with the similarities between developed and developing countries. I will illustrate my argument with two points.

First, although Australia and New Zealand both have growing and significant manufacturing industries, primary production is still important to their economies, accounting for 15 per cent and 14 per cent of their GDP respectively in 1978 compared with 7 per cent in the UK and 6 per cent in West Germany. In this respect, Australia and New Zealand are similar to, and face the same problems as, the majority of developing countries.

Second, one of my biggest impressions of Australia was the overwhelming feeling of a country in the process of creating a national identity; building a country out of a colonial inheritance is a common characteristic of many developing countries.

My final objection to the concept is that the terminology results in unhelpful and misleading implications. "Developed" suggests that a desirable goal has been reached and that further development is unnecessary. It ignores our economic, social, and political problems. What we are really doing is drawing a comparison between industrialized and non-industrialized countries, and that has its own dangerous



Australia: a country in the process of creating a national identity

implications because an industrialized economy is not necessarily the ideal goal for every developing country.

Given the above criticisms, I think we should abandon the developed-developing world concept. However, we still need to look at world patterns and I would like to suggest the following approach.

First, in order to deal adequately with one of the main differences between developing countries, I think we should make a more detailed examination of per capita wealth distribution. Once we have broadly defined the poorer countries of the world we should subdivide them into at least two groups in order to distinguish between the "very poor" and the "poor". I do not think this would produce a pattern too complicated for our pupils to understand; rather it would stress very significant differences.

Second, I think we should give much greater attention to the cultural geography of the countries that we study. For example, if we are to give our pupils a realistic idea of the contrasts between India and Thailand, the role of Hinduism and Buddhism in their respective societies must be examined. Political comparisons should also be made. For instance, an examination of the process of nation-building would emphasize similarities between Australia and the many developing countries trying to build a new nation.

Third, in order to demonstrate some of the similarities between certain developed and developing countries, I think we should look more closely at the role of primary production in the economy. Suitable statistics are readily available from the United Nations Statistical Yearbook (1983), from which the following table is derived:

Percentage of GDP Accounted for by Primary Production	
West Germany	6
UK	7
USA	8
Brazil	11

New Zealand	14
Australia	15
Chile	18
Thailand	30
Egypt	31
India	36

As can be seen, primary production in Australia and New Zealand is twice as important as it is to the economies of the three western industrialized nations at the top of the table. Their figures of 15 per cent and 14 per cent respectively are greater than Brazil's 11 per cent and close to Chile's figure of 18 per cent. If we map these statistics using an appropriate key (say, divisions of 10 per cent) we clearly demonstrate the similarities between Australia and New Zealand and certain developing countries.

Fourth, I think an examination of world population trends should be used (as it often is) as a starting point for a study of rural-urban migration, shanty towns etc. However, when we look at annual rate of population increase I think we should be more careful to look for similarities and differences within the developed world as well as for similarities and differences within the developing world.

Finally, we should get away from thinking about "us" and "them". The contemporary world will not divide neatly into two. When we describe the groups of countries our maps illustrate I think it is perfectly adequate, and much more desirable, to use specific adjectives: for example, we should talk about the "very poor world", the "poor world" and the "richer world", or the "industrializing" and the "industrialized" world.

When we teach global development issues there is no need to classify any country as "developed" or "developing". I am sure that new approach of the kind outlined above will give a more realistic picture of world geography.

Keith Grimwade, Henry Compton School, Putnam

Safeguarding the environment

Conference report by Gillian Thomas

commercial users met to discuss the problems of safeguarding the environment there without spoiling the opportunities for adventure activities.

Already, they were told, the number of visitors had reached 11 million a year. Hence, it was amazing that there was any "environment" left: many caused damage through ignorance, selfishness, apathy or even arrogance. One of the main problems was that people who specialized in a particular activity often took a very blinkered view of it. For example, although most climbers behaved responsibly, some seemed to believe that if a rock face existed they had the right to "garden" and climb it at any time.

Even apparently innocent activities like canoeing, if done insensitively or as a major activity, could cause all sorts of problems. Many islands were being damaged through overuse, both as lavatories and picnic sites.

New activities posed problems too, such as "wet bikes" on Windermere, or the occasional use of a hovercraft which could seriously damage the natural vegetation, especially reed beds.

A major question was whether, when a particular place was being spoiled by continual overuse, people should be directed towards other, unspoiled areas. So far, the National

ing" of crags by climbers, the destruction of rare plants and the disturbance to wildlife such as peregrines and otters.

The rights of landowners were also discussed, as the scope for adventure in the area without trespass were very limited. However, most were considered to be extremely tolerant until actual damage occurred.

Group leaders and organizers had a special responsibility for the impact of their activities because of the many made regular use of particular sites. Also, perhaps even more important, they had an ideal opportunity to set an example to young people.

In fact, the conference believed that all children should be introduced to environmental awareness at an early age, and consequently that the techniques of practical conservation should be given more prominence in teacher training.

Specific recommendations made by delegates included more control on the routing of military flights, motor-cycle trails and pony treks, and on the noise levels of power-boats and model aircraft. Also, that all organizations, clubs, centres and schools, as well as individuals, should adopt a section of the natural environment and, at the least, try to prevent its destruction by uncaring human beings.

There was also a call for a code of practice for crag users to include access procedures, conservation aspects and development. It should then be included in all guide books, together with details of the ecological aspects of individual crags.

Copies of the full report of the Conference are available from AEA Conference Reports, National Park Centre, Brockholes, Windermere, Cumbria LA 23 1JL at £1.75 by post (£1.50 at the Centre).

EXTRA

Getting "Worldwise"

Rex Walford outlines some of the curriculum implications of the highly successful GA quiz

Geography is a long way from being the gazetteer of terrestrial bric-a-brac which once dominated its school image, but the complaint of parents (and teachers) lately has been that it has lost touch with the real world in its desire to theorize. In order to cope with studies in depth, examination syllabuses have become non-regional and highly selective in their examples. Thus a student may go through a school career in geography without ever formally studying anything about a major continent.

Enthusiasts make the hopeful assumption that basic world knowledge will be bound to be assimilated on the way to the completion of more important tasks; factual information about the world will be certain to seep into student minds through the interstices of the curriculum.

Parents, school governors and employers have been challenging that optimism as the tide of "accountability" flows onwards. One or two recent research surveys have suggested that there are sometimes surprising gaps in student knowledge.

The possibility of a return to "capes and bays" causes an instinctive sinking feeling for most geography teachers, but the need for a general world knowledge is indisputable. If pupils have no idea of where the Third World is and who is in it, how can they become concerned for its welfare? If they have no knowledge of what the environment of the Amazon was and how it functioned how can they be made to care about the rape of its forests?

It was this kind of concern which led to the setting-up of "Worldwise", a national quiz competition, in 1983. The Geographical Association (the 7,000-strong professional body to

which most geography teachers in England and Wales belong) invited its local branches to run rounds of the quiz for teams of under-16s from schools. A "help-pack" was issued from GA Headquarters in Sheffield for those who needed it.

The accompanying rubric to the quiz noted that "it seeks to explore and test (in a light-hearted and enjoyable framework) that area of general knowledge in geography... which should be useful for any properly-educated future citizen."

The quiz included factual questions on local and international issues but also rounds in which teams were tested on map skills, recognition of rock specimens, the identification of country shapes and particular map distributions, and pictorial information.

The organizers expected a quiet "pilot year" in which to test the idea, but found 23 GA branches willing to join the experiment. Hundreds of schools took part. The finals were held during the association's annual conference with *Top of the Form* quizmaster Geoffrey Wheeler as host. The last six schools included two comprehensive, two grammar schools and two independent schools, with Boston Grammar School from Lincolnshire winning narrowly.

Educational publishers of geography school books and the Field Studies Council provided generous sponsorship and prizes in both local rounds and finals. A quizbook containing the questions used in the competition has turned into a best-seller overnight, reports the GA's assistant editor, Noxon Plavin; its sale is stretching well beyond competing schools. One London teacher called it "an emergency lifeline for the times when you want to entertain as well as educate".

In 1984-85 the number of local rounds has doubled, and some have 40 or 50 schools taking part. Local rounds are being held all over the country between October and January and they lead to nine regional finals in March - at York, Preston, Bristol, Birmingham, Watford, Croydon, Chichester, Luton and Peterborough. The nine winners go through to finals day at the House of the Royal Geographical Society on April 10.

Almost everywhere, the quiz evenings are reported as highly enjoyable occasions, with a sprinkling of parents, governors and teachers joining team supporters from the schools to form sizeable audiences. Michael Morrish, head of geography at Alcey's School, Dulwich, is chairman of the organizing committee of "Worldwise". He reckons that 1,000 secondary schools will take part this year.

"The questions mainly deal with factual knowledge and that isn't everything in geography", he says. "But it's better to focus on it in the context of a quiz than have it dominate our teaching and the examination syllabus."

The GA is keen to emphasize that "Worldwise" doesn't signify a restoration of the "capes and bays" curriculum to pre-eminence. But, as Michael Morrish points out: "If geography in schools is to help students understand the earth and the peoples on it, it needs some essential building blocks for the ideas to make sense. And 'Worldwise' is helping to emphasize the utility of geography as part of everyone's general education."

Rex Walford is lecturer in Geography and Education, University of Cambridge

The scholarship of landscape

by Patrick Bailey

Talking to recent geography graduates from a number of British universities and working with them in the field, one is struck by their frequent inability to "read" landscapes. It would appear that fewer and fewer each year receive systematic instruction on how to sort out the landscapes they see before them and interpret landscapes to others.

Many lack a grasp of the broad lithological and structural subdivisions of Britain; and they are likely to be uncertain as to what kinds of scenery are likely to be associated with major types of rock. For too many, geography remains a subject read about in books, rather than an illumination of their own everyday experience. Why is this so?

Part of the answer seems to lie in the kinds of fieldwork students do in their universities. Fieldwork, at the university level as at any other, should have a variety of purposes and methods. To concentrate on any one to the exclusion of another produces a badly balanced education. Yet this seems to happen.

Many geography courses are very specialized; so is their fieldwork. There is probably too much teaching near the research frontiers of the subject. In consequence it would appear that, in the field at least, many students are never taught geography, only specialist aspects of geography.

If they later decide to become teachers, the gaps in their knowledge of the subject are glaring. When they take their pupils out on fieldwork, they know how to set up specialist studies; but they have little idea about how to set the scene for the interpretation of whole landscapes.

It is at least arguable that, for most people, learning to observe landscape knowledgeably is the most important product of a geographical education. Breadth is just as important as depth in a subject which emphasizes relationships, interactions, interdependencies, the wholeness of man's environment.

If this is so, then a principal task of fieldwork is to demonstrate this wholeness. This can only be done by the informed, prepared teacher who takes his students out into the field and enables them to see and understand the wholeness we term landscape.

In schools, the first-hand study of whole landscapes has to be built up gradually, starting from what the learners know. At each successive level of understanding, the most important fieldwork question to ask is, "what can you see?"

If any teacher fails to establish first what his pupils or students are looking at, what they perceive, then subsequent explanations will be futile. Do they know, for instance, whether they are standing on the feature being discussed or viewing it from a distance? The temptation to tell them what they are looking at has to be firmly resisted. They may note it down but still not see what the teacher thinks they see. Questioning them in appropriate detail about what they see is the only fairly certain way of looking through their eyes.

With young children, the question, "what can you see?" is best applied to landscape details. Ten-year-olds, for example, have a great capacity for close-up observation, but little con-

continued

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EXTRA

The scholarship of landscape

cern with or perception of scenery. So they need to be asked to look closely at specific and to them manageable aspects of the landscape: hands in a small stream, pebbles and sand on a beach, plants on a building site, wet and dry parts of a field, the ways in which steam from cooling towers behaves in different kinds of weather.

The second fieldwork question follows from the first: "what can we learn from what we see?" Can we work out what is happening to the water and sediment in this small stream on the

golf course? Why do we find large pebbles near the top of the beach, small pebbles and sand near the bottom? Are some plants replacing others on the building site and how are they doing it? Why can we see power station steam on some days but not on others? Is it there when we cannot see it?

Gradually, as pupils progress through the school, it is possible to look with them beyond the details towards whole landscapes and to link such observations with maps and other aids to field study. The conceptual difficulties for the learner in studying whole landscapes are formidable.

In the first place, all he can observe directly are effects; the subtle and complicated causes can seldom be seen.

Furthermore, the causes of many effects are not easily understood; and their diversity may embrace geology and soil science, the customs of societies, economics, tax systems, multinational organizations. Often, too, it is difficult to separate what is natural from what man has made or modified. How natural is the soil, for example?

As we know, the simplest rural landscape in Britain is the product of many historical and physical events and processes; it expresses adjustments to market demand, to social conditions such as high industrial wages, to the present state of technology and to many other factors.

And yet, the question, "what can

you see?" can quickly reveal a great deal about such a landscape. One can see its large, regular fields; the one man, working with a grass-harvesting machine, who is the only living soul in sight on a fine week-day afternoon; the fields planted with barley, oilseed rape, other arable crops, no space wasted; the absence of weeds; a dairy herd of Friesians; a farmhouse with extensive out-buildings, including a beef unit; new council houses; the older farm cottage obviously turned into a holiday home, empty. These are observable features of the 1980s farming landscape of lowland Britain, the most productive in Europe. They can be interpreted at many levels of difficulty, from the CSE class to under-

graduates and above.

Geography, for most school pupils, and most geography undergraduates, is general education. Few make use of it directly. Its main aim, therefore, must be to produce informed men and women whose consciousness of the world has been heightened and trained. Intensive, specialist studies alone will never do this. Studies of a variety of whole landscapes, in the field whenever possible, supported by specialist work, will go far towards doing so. The scholarship of landscape needs to be more assiduously cultivated.

Patrick Bailey is editor of "Teaching Geography".

What makes a school geographer?

asks David Hume

There was a time when the skills employed by a pupil in the geography classroom were clearly defined and few in number - copying, colouring, memorizing, receiving dictation, some specific OS map skills, and other social skills such as keeping out of Sir's reach.

Much greater demands are made of the geography pupil of the 1980s - information is presented in a wide range of forms and he has to acquire skills of data collection and interpretation, use statistical techniques, construct maps and diagrams, assess values, adopt roles, solve problems - all part of the changing nature of geography itself and of the changing perceptions of teaching and learning. Do we take all this for granted? Is there a greater range of skills or aptitudes involved in school geography learning than perhaps we realize? A facility for language and a general cognitive ability may have helped a pupil through his geographical experience before, but perhaps not now, and these are even less likely to be enough in the future.

Much of the school geography experience is highly visual spatial in nature, and although geographers have paid lip-service to the idea of "spatial perception", there has been a marked

lack of applied research work in this field, particularly at secondary school level, and there is a greater lack of assessment tools to discriminate visual from cognitive performance.

So what? There are obviously implications here for school and examination-based assessment; if a pupil is asked to "solve" a problem or answer a question given some visually-presented information (between 50 per cent and 90 per cent of CSE/GCE geography exam questions contain visual data), are we testing his cognition or his visual acuity? It may not matter - if he can do it, we find out, and the reason is irrelevant.

But in the moves towards criterion-referenced testing, pupil profiles, and stating our expectations of pupils at various stages in their school life, it may come to matter. We have to know if there is a well-defined group of aptitudes which makes a school geographer, and we need the tools to identify such a set of aptitudes.

This assumes that geographers could agree on the constituent parts of such a set of abilities, and have the expertise to develop a battery of tests to identify them. Few other subjects have tackled this, and naturally it would be far from easy given the diversity of school geography courses and the lack of

consensus on sequence and progression of skills and concepts in the geography curriculum. Yet if the school geography curriculum is to be made more specific, possibly even more prescriptive, then this must be given serious consideration.

It raises questions too of the purposes to which such an assessment tool-kit would be put. Some schools use testing to aid grouping policies. Many secondary school geography departments have their teaching groups based on the basis of the pupil's attainment in English or mathematics, yet the small amount of research which exists shows no correlation between performance in those two subjects and the ability to handle geographical tasks.

Departments often use testing to determine examination groups - a prediction whose accuracy depends on many variables, including change in a pupil's attitudes, teacher opinion, performance in other subjects, but not least in the reliability of the test.

However, it would be pointless to develop reliable tests of geographical potential which did not match up to the aptitudes demanded by the particular examination course to be followed. Some syllabuses claim to measure a



Photos: R. Wiggall

range of pupil behaviours, of which application, analysis, synthesis are typical, yet when the actual exam paper is studied it is either difficult or impossible to ascertain which "abilities" were being tested.

For example, "Give reasons for..." can still in many instances be answered by recall alone, while this might be claimed as "application" or "synthesis". So the development of a test of geographical aptitude or ability would require some exam boards to think more deeply about their stated aims and objectives and their methods of assessment.

A map of pupils' geographical aptitudes would be useful for more than grouping purposes. It can also be diagnostic - recording strengths and weaknesses, planning individual compensatory or remedial work programmes. It can be useful for course or task design (some geography textbook authors might find it helpful).

It could form the basis for pupil profiles, departmental records, and of course, evaluation and information to parents. Such a development seems necessary, if not altogether desirable, in the current climate where geography is required to become more specific about expectations of pupils at various stages, and to defend its value as part of the 5 to 16 curriculum.

The Geographical Association has been tackling both problems recently in response to Sir Keith Joseph's Sheffield speech and Curriculum 5 to 16 document. Although it has proved difficult to identify a clear consensus in some aspects of the subject, the time seems right for a clarification of what makes school geography and what makes a school geographer.

This implies becoming more specific and more prescriptive, two trends unlikely to find many friends among geography teachers. Does it herald a revival of behavioural objectives, a back-to-Bloom-in-Britain campaign? Not necessarily. Being specific does not have to mean being detailed; this is a mistake which designers of pupil profiles and national guidelines for expectations of pupils in geography might make. What it must mean is that we need to specify what broad things pupils should be able to do after a short or long period of study. This does not have to be a checklist of facts, skills, concepts - it could be, for example, "be able to identify a local environmental issue and collect and present the information related to it", or "select one of three alternative solutions to a spatial problem from given data and justify your choice".

The great advantage in being specific in this way is that it makes all the other detailed objectives task-related and therefore applied and relevant. It is a hierarchy of objectives, starting with the most general and broad, and moving down to the most specific and detailed.



check-lists are 10-a-penny, lend themselves to check-list teaching, check-list examining and check-list boredom.

There is no contradiction in the two strands discussed here. If we are to carry out the many functions demanded of us in the classroom we will need to develop objective measurement devices which are reliable enough to use with confidence. This requires agreement on what such a matrix should consist of. The other argument is for geography to be defined in terms of the experiences it offers and in terms of broader, applied tasks which pupils should be equipped to do.

This requires agreement on the sequence in which such experiences should be presented to children, from 5 to 16 years. We should not be coy about our potential in offering educationally valuable environmental experiences in the early years - it is here where the foundations of geographical aptitudes are laid. We must address both questions - what makes a school geographer, and what makes school geography? and answer them in terms of a profile of geography-related abilities and a hierarchy of experiences.

The whole humanities area needs this lead in clarifying our unique contribution to children's education.

David Hume is chairman of the Geographical Association's Secondary Education Committee and Adviser for Human Geography in the Department of Education, London.

The Welsh connection

by David Hall

As the detection of bias has secured a place on the current agenda of geography, this article seeks to remind the regular readership of TES Geography Extra that constructive thinking and syllabus development does not stop at the Severn Bridge. In Wales, all external school examinations are centralized under a single authority, the Welsh Joint Education Committee (WJEC), which is responsible for both GCE and CSE examinations. Parallel papers are set in Welsh.

Subject Officers of the WJEC consequently have unrivalled experience of administering and evaluating both GCE and CSE examinations. This has led to the adoption of common papers at 16-plus whilst in England discussion was diverted to a debate over the difference between harmonization and integration.

At AO level, an exciting syllabus has been launched in World Development, after pioneering work by CWEC-Cymru. Schools and colleges now have the opportunity to teach development topics which are not currently covered by any other GCE examining board.

In A level geography the interim syllabus, introduced in 1979, was a significant break with the past. The syllabus was supported with a separate set of detailed and explicit notes for teachers, which emphasized the importance of principles, models and theories at A level, as well as introducing statistical techniques as part of a practical paper. However, many other existing GCE A level syllabuses, now content was incorporated without the obsolete insistence that an equal amount of previously covered material be deleted.

Thus, even while the interim syllabus was being set for the first time, a new sub-committee had the daunting task of facing up to the problem of overload, of expansion without

growth, as a matter of urgency. It had to face the problem of all subject committees, that without a hatchet man or a suitable curricular mechanism to curb subject euphoria, content overload would remain a chronic problem.

Having spent some time attempting to use content as the structural basis for revision, this was abandoned in the autumn of 1981 by the sub-committee when the proposal that a modular approach be adopted was forcibly put and agreed.

Such an approach was not new, for it had been investigated as one of three possibilities in the mid-seventies in the "F" and "N" deliberations by the Birmingham group. Geography 16 to 19 had recently adopted it, and it may well be true as Toffler asserts in *Future Shock* that modular man stalks the dying embers of the twentieth century in the Western bureaucracies of industry and government.

But at the practical level of A level examinations the great attraction of the modular approach is that limits are placed on the amount of content which can be specified, if only because each module is defined in relation to a slice of time (usually half a term) which is meaningful in common sense planning. Thus, policy in examination planning mirrors that in the world of public finance: curricular modules mirror cash limits, and the curriculum framework replicates the financial corset within which syllabus planning is forced to operate.

Quite apart from simplicity of definition, the modular structure has many advantages. Teaching responsibilities can be clearly assigned to various members of a department. If rolls are falling, there is greater flexibility in arranging a teaching sequence in which first and second year groups can be combined for particular course modules. But the greatest attraction

for the sub-committee was the way in which modules can vary in their "colouring", with a centrally directed core at one end or grouping and student choice at another.

Within a first group would fall conventional board-based modules forming part of the compulsory core; within a second, option modules again with the syllabus described and examined by the board. Figure 1 indicates the main headings of the core and option modules which were debated and finally recommended by the sub-committee, approved by the panel and submitted to the examinations council for ratification. A major innovation was the introduction of the ideas of the enrichment module and the self-directed module, in the explicit aim to give teachers the opportunity of developing their own curricula.

The enrichment module consists of an extension of one aspect or either Section A or Section B. A self-directed module is unrelated to any other module and as such is intended to be an exercise in complete curriculum development. Finally, an individual study gives students the responsibility for the planning, development, and production of their own work, and will be given 15 per cent of the total marks in the examination.

Each module has been drafted and exhaustively revised by members of sub-committees, with co-ordinated assistance. The concept of content sampling rather than total factual coverage is crucial. To this end general notes are provided with each module which offer a preamble of aims and objectives specific to that module followed by a folio format in which generalizations are listed in one column and illustrative content in the other.

Examination questions will not be set on the content which is merely illustrative, but be designed to test, by data and stimulus response questions, and structured and open-ended questions, the understanding of the key ideas, principles, and concepts using the appropriate information content which the student or the centre has investigated.

The cohesion of the overall syllabus is not left as some "below the line" totalling of the core and option modules each with their own specified aims

and objectives. Three general principles have been emphasized in the overall aims and objectives of the whole syllabus: that a system approach be emphasized wherever appropriate; that throughout the syllabus all work is student centred, transactive rather than transmissive, with scope for individualized study in an investigative approach which includes the force of values and decision taking as well as cause/effect relationships; and that skills and techniques are crucial but endemic to each module and as such will not be examined as a separate practical paper.

In this the sub-committee has adopted the third view of the core which was that recommended by the Geography Working Party statement recently published by the GCE examining boards. It sees the core not as a central body of essential material, but as a perspective or dimension of study which shifts the emphasis from detailed content to an activity or process resting upon concepts, skills and techniques.

It offers teachers a sharper opportunity for interesting, student-centred, issues-based study at a demanding intellectual level. Younger teachers, or indeed habitual innovators, can propose modules which reflect their own professional view of a changing subject. Providing higher order intellectual behaviours of analysis, synthesis, or evaluation (for example) are proposed in a submission, self-directed modules could focus upon humanistic or behavioural fields of geography. Similarly, a regional module which focused upon specific issues in Wales would surely appeal to many students and to teachers in the Principality.

Like any syllabus, the specific topics are open to criticism. For some teachers, a number of modules in the syllabus are of a more general nature, or topics such as energy are to them inexplicably absent. Others would like to see a regional module in the core.

But the syllabus is an open system: individual modules can either be re-described, or removed entirely either from the core or from the options as circumstances change, without placing undue burdens of resource changes at the school level. The modular approach also recognizes the fact of

the open sixth form, and that fewer than one fifth of all those taking the subject at 18 seek to continue study of the subject in higher education.

With cultural circumstances at present unpredictable, the modular system also offers opportunities for teachers to examine the potential of geography modules in this new examination for cross-curricular bonding with developments in the post-Munell City and Guilds, BEC and CPVE. Whatever the shortcomings, the direction is hopeful, outward looking, and offers new opportunities rather than additional content loading.

SECTION A THE BIO-PHYSICAL WORLD AND ITS IMPLICATIONS FOR MAN

3 units:
Landforms and landforms processes
Weather and climate
Ecosystems

SECTION B SPATIAL ASPECTS OF SOCIAL ORGANISATION

3 units:
Agricultural systems
Manufacturing geography
The Urban world

CORE MODULES

SECTION C GEOGRAPHICAL PERSPECTIVES ON CONTEMPORARY PROBLEMS

2 optional units from:
Natural resource management and conflicts (detailed study of one resource category)
Population dynamics and food supplies
Regional relationships
Spatial inequalities
An 'enrichment module'
A 'Self-directed module'

OPTION MODULES

SECTION D SUBMISSION OF ONE INDIVIDUAL STUDY OF PERSONAL RESEARCH BASED UPON ANY PART OF THE SYLLABUS

Fig. 1
* Common Cores at Advanced Level (1983). From any GCE board.

D. B. Hall is lecturer in Education University of Bristol.

masters and educationalists concerned with teaching about Europe. Besides a range of case studies of schools there is a full analysis of all those school syllabuses dealing with Europe.

For further information write to the Director, The Schools Unit, School of European Studies, Arts B, University of Sussex, Brighton BN1 9QN.

All about Europe

by Ivor Goodson

The Schools Unit of the University of Sussex, founded in 1969, is now based in the School of European Studies. It has become the largest and most established activity centre for providing advice and curriculum materials for teachers dealing with Europe - at a number of levels. First, it runs an advisory and information service for those engaged in teaching about Europe; for example, providing answers to specific questions on resources or syllabuses and course design. Support is given to such studies as the introduction of a European dimension to traditional subjects, interdisciplinary or integrated courses of European Studies, and language and background for language learning. Advice and help is also given through speakers and programmes for conferences, seminars, and workshops.

Second, the unit has a reference library with over 5,000 items for use in teaching about Europe. This contains, besides a wide range of books and textbook materials, syllabuses and examination papers. The resources officer runs a library loan service.

The focus on examinations is also a specialty. The Director of the unit chairs the main advisory committee on European Syllabuses. This has just finalized a new O level in European Studies. The Unit is also concerned with the development of a new common examination by the Southern Examination group.

A third source of advice and information is the range of journals and handbooks. The unit produces a journal called *Teaching about Europe* which offers lead articles on new examinations and courses covering the European dimension, together with up-to-date news and information, including so that teachers have the latest

information on what is available.

Exploring Europe is aimed at 16-18 year old pupils. Last year four issues were prepared and linked to BBC Schools Radio programmes. They covered the themes: "Industrial Development in Europe", "The Common Agricultural Policy", "Energy", "Europe and the Third World". This year there will be a special edition on the European Parliament.

The unit also produces a handbook of resources in which 400 resources have been selected and evaluated as the most suitable materials currently in print for teaching the 13-16 age group about Europe. It will help teachers select the most appropriate resources for their particular needs, whether they are teaching about Europe within the traditional disciplines of history, geography or modern languages or in interdisciplinary, general or European studies courses.

The Schools Unit also runs a Teacher Fellowship Scheme (funded by the Nuffield Foundation and the Falmer Press). The aim is to allow teachers to work at the unit on a theme, course, or set of materials which will be of use in their everyday teaching. They prepare their work for publication by the Schools Unit and then for dissemination to teachers nationally. Teachers have worked on a wide range of topics from "project work" to "exchanges and visits", "Taped links", "bias in European history" and "European environmental studies". (Teachers can apply for the schemes by writing to the unit's director at Sussex).

There is also in addition a research programme aimed at covering the major themes relevant to European education. At present, the unit is involved in a project developing materials

and concepts for education about Europe and the developing world; a project studying the national biases in history textbooks in Germany, France, Italy and the UK; a primary action research project on a European examination project. The unit also runs the European Curriculum Network which exchanges information and policy advice between European countries.

A summary of the main research carried out on European education in the past five years is about to be published (*European Dimensions and the Secondary School Curriculum*, Falmer Press 1984). The book will carry a range of guidelines for teachers, head-

masters and educationalists concerned with teaching about Europe. Besides a range of case studies of schools there is a full analysis of all those school syllabuses dealing with Europe.

For further information write to the Director, The Schools Unit, School of European Studies, Arts B, University of Sussex, Brighton BN1 9QN.

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EXTRA

Tell a good story...

by Roger Robinson

It is difficult for me to say how much more than £14 a month in their main job. Many more work in out-producing jobs like Saudi Arabia where it is possible to earn £300 a month. With free board and lodging all of the money can be sent home. The standard of living of their families is improved and the money is welcomed. However, the men have to be abroad until their children are grown up, and the separation is hard. The men can usually return for only one month each year.

That paragraph provides some information about the migration of Egyptian men to work in oil-producing states. It is presented initially, and the context is personal enough to be quite acceptable to pupils. But compare its impact to that of the following: After working for 10 years in Egypt he could not expect to earn more than £14 a month in his main job. In November 1978 he left for Saudi Arabia, where he was earning £300 a month. He sent all the money home (as he had free board and lodging), and his wife was beating with pride and joy as she held up the money to me and exclaimed: "Look, £300, don't you want to borrow some?" Her expectation is that Mustafa will continue to work in Saudi Arabia until the children are 18, and come home for only one month a year. The separation is hard on her: she writes to him every day.

(Extract quoted in Unit 4: The Middle East C Peters and P Thoson, Nelson 1982.)

The strength of the extract from *The Middle East* lies partly in the personalization of the general process, partly in the immediacy of the present tense dialogue, partly in the author's presence, but also in the narrative form that the piece takes. It runs like a little story about Mustafa and his family.

Narrative is perhaps the most powerful context for language communication. From infancy the "story" with a "plot" is used as a most effective way to share experience. In adult life narrative is frequently used in letters, in conversation and in the media to try to recreate a reality for others. Geography teachers (though sadly not all examiners) are committed to the enable pupils to share an experience of life in places with which they are often totally unfamiliar.

Many geography teachers already use narrative informally in their lessons. In explaining or developing a subject, teachers and pupils often introduce an anecdotal element, usually in narrative form, about what happened somewhere to someone, or what might happen. Incidental narrative is also part of many decision-making exercises, and simulations can enact a narrative that is being created by the pupils.

But, in spite of these incidental occurrences, and the fact that it is narrative that often brings a lesson to life, very little attention has been paid to formal use of this powerful means of communication in secondary school geography. Any wider use of narrative is likely to be limited by textbooks, and it is very difficult to find geography textbooks that use narrative more than very sparingly.

There may be financial and technical

reasons for this omission - like copyright difficulties - or it may be difficult to find appropriate non-fiction narrative, fiction being dismissed as irrelevant. More likely reasons lie in the textbook author's usual preoccupation with conventional "geography" (pictures, maps, diagrams), and the teacher, to create reality, rather than on text or its context.

Non-fiction narrative has been explored by a few authors, most often in the realm of disasters or survival in difficult conditions. Of course, not all narrative is equally effective for classroom use. David Wright used two narrative extracts in his section on "The Jungle" in *Survival*, one by a magazine photographer and one by a 17-year-old girl, sole survivor of an air crash.

The photographer wrote: We moved in a greenish, aquarium-like light: the tree-trunks rose like pillars to a height of 100 or even 150 feet. The ground was springy, with a thick layer of humus, and the undergrowth rustled far above my head. More often than not the rain came down in torrents, but the sun shone more often than if it had been a spring shower. Leaves dripped from the trees, and clothes were no protection against them. In the evenings the mosquitoes descended on us in great buzzing clouds and nothing could drive them away (although the men tried everything from the commercial repellents to Vicks VapoRub and diesel oil). (Tony Molenaar, *Daily Telegraph Magazine*.)

And the girl: On the ninth day I still followed the stream... And then, looking round just once more, I saw the boat... It was with a great upsurge of hope that I thought there must be human beings somewhere nearby.

The boat was tied up to the bank of the stream, and from its resting place a narrow track led off into the undergrowth. I looked along the track and saw a little hut built from palm fronds... For the first time in nine nights I had a roof over my head, but I slept badly. The mosquitoes tormented me. I kept listening through the night for the sound of human voices, but this was a stupid thing to hope for because nobody ever travelled in the jungle at night. The mosquitoes were causing me terrible pain and I kept hearing things in the jungle. Sometimes I could hear a monkey screech, or a parrot, and sometimes I thought I heard dangerous animals moving in the undergrowth. But despite everything, I finally went to sleep.

The next morning I found a bit of Vaseline in the hut and rubbed it on my face in the hope of getting rid of the mosquitoes, but it was no use. So I tried to make a skewer out of a piece of palm branch to dig the mosquitoes out. I dug out 25 of them in this way and then picked out some more with my teeth. (Julianne Knapke, *Observer Magazine*, 1972)

(Both quoted in *Survival* by D. Wright, Penguin Education, 1974.) Both these extracts are in the "diary" tradition, often used "in the old days" in geography lessons about colonial explorers. They can be very effective, even when the function is mainly descriptive like Molenaar's.

The second jungle extract has more immediate appeal and holds the interest with its stark personal line. "What will happen next?" is the question that keeps many young people reading, and is also part of the attraction of strip cartoons.

The extra dimension brought to the classroom by personal narrative like this can make the construction of a new reality for the pupils more possible.



Drawing water after the monsoon rains in Rajasthan

Not only can empathy with the characters and/or author be developed, but their private geographies can be glimpsed so that social and environmental descriptions can be accepted by the reader as second-hand experience that is more likely to be internalized.

Such potentials lie not only in non-fiction narrative, but also in fiction. In either case the question of authenticity remains unresolved, as indeed it does in a standard textbook statement. Narrative has the advantage that it is unambiguously one person's view of a possible reality (the author's) and the reader can investigate his or her credentials and background. It is unfortunate that many quotations in school textbooks do not include immediate reference to the source. *Survival* does not fall into this trap, and it is important to know, for example, that neither author quoted is an Amazonian Indian.

Narrative, especially in fiction, can also present views and images explicitly linked to specific characters. Understanding reality must include awareness of alternative perceptions and interpretations of places, people and events, and fiction narrative provides an excellent vehicle for pupil involvement.

ment in this area of learning. Pupils should be encouraged to continuously ask, "But is it (or was it) really like that?" by using textbooks, photos, videos, novels or any other resource.

The difficulty of constructing one single reality that gets a consensus stamp of authenticity was clearly demonstrated on *Did you See?* (BBC2 March 11) when six people who had been in India in the 1940s were asked to comment on the authenticity of Paul Scott's India as portrayed in *The Jewel in the Crown* on Channel 4. Their assessments ranged from "Yes, exactly like it", to "No, nothing like it".

Novels like *The Jewel in the Crown*,

Njoroge had not reached the courtyard when he saw his brother coming. Kamau had just finished his duties. Njoroge was glad when he saw him for, although Kamau was older, they got on well.

"Let's go, brother," said Kamau as he pulled Njoroge by the hand. He looked gloomy.

"Today, you're late," "Is this man?"

Njoroge thought that something was wrong. It was not often that his brother was so angry.

"Is he not a good man?" "Good man! If I didn't know that father would be angry after paying all that money, I would stop coming here. I have now been with him for six months yet it was only yesterday that he first allowed me to handle a plane. He is always telling me, 'Hold here! Hold there,' and always asking me to watch and note carefully. How can a man learn by sweeping the yard and taking away the rubbish and carrying the tools for him. But if I touch something! And you know, and here Kamau spoke in disgust, 'his youngest wife actually makes me hold her child just as if she was a European woman and I her Ayah. Oh dear me! It is such a dirty little thing that keeps on howling and...'"

"Why don't you tell father?" "You don't know. Father would obviously take Njoroge's side, especially on the question of watching because this is how people used to learn trades in the old times. They don't realize that things are changing!" They kept silent for a while as they made their way home in the gathering gloom, the prelude to darkness.

(From *Weep not, Child* by Ngugi wa Thiong'o, Heinemann 1964.)

There is a good deal of description and discussion in this extract but the story line helps to move the reader along through it with interest maintained. The reader is offered a way into understanding some Kenyan attitudes and culture, conflicts between young and old, family relationships, and all against a backdrop of rural Kenya. Crude stereotypes and exclusively Western viewpoints can be weakened, more understanding of decisions and life in Kenya may be possible.

The real problem typified by the extract is that it does not give enough of the novel for the narrative to develop or for an interest in the characters to grow. These short extracts are just snippets and tasters. If narrative can make an important contribution to geographical understanding we must be able to look more carefully into the ways in which fiction can be integrated into the learning.

With the reading of whole novels an important aim at least in the upper school. Eventual collaboration with English departments may be one strategy; meanwhile, an awareness of the value of narrative and careful use of extracts can certainly improve the "construction of reality" in the classroom.

Roger Robinson is a lecturer in Education, University of Birmingham

EXTRA

Make it meaningful!

Education in the humanities must help youngsters to come to terms with change and its consequences
by Geoff Dinkle

Despite the plethora of guidelines, lists of skills, classifications of concepts and excursions into the world of attitudes and values, the geography teacher is still confronted with a problem in curriculum development.

What should the content be, and what knowledge must be included? The question of exemplars is covered by the emphasis upon varying scales from immediate, local and regional to national, international and global, by the need to represent the First, Second, Third and Fourth Worlds. So back to the problem of content and the question of what we should teach.

Increased intervention from central government in recent years over the nature of the secondary school curriculum has served, *inter alia*, to heighten the problem. To be told we are preparing youngsters for a future we cannot describe is sufficient to induce caution, hesitancy and indecision when developing the curriculum.

However, when an understanding of change and concern for one's surroundings are mooted as fundamental, the geography teacher feels more comfortable and able to contribute.

The crux comes when one begins to analyse the true worth and value of teaching a particular topic. For instance, how does plate tectonics contribute to a youngster's education and prepare him or her for life in the next century? Will it improve job prospects, will it involve transferable skills and does it meet the criteria of relevant, important and interesting?

HMI in their wisdom are invariably careful to avoid declaring explicit content, and all manner of curriculum prevails during these crucial years of 5 to 13. It may take some time before I pin my own colours to the mast, but here are two examples which no geography teacher can surely ignore. Both are aimed at the individual student, include awareness, care and concern and purport to be relevant, important and interesting.

In recent decades fundamental changes of both a technological and social nature have taken place in the world. Gradually more and more people feel that humanity could be heading for a decreasing quality of life as levels of economic development increase. Others feel we are losing touch with our real identity.

Education in the humanities must at all costs help youngsters to come to terms with change and its consequences. There is enormous scope for history, especially landscape history and heritage in general. It may be nostalgic but we do not must miss the opportunity - it could be our last chance.

One initiative is the Hampshire's Countryside Heritage Project, spawned by the county planning department (what allies to geography teachers the planners can be). Developments in the management of the countryside are upsetting the old, natural balances and there is a growing awareness of the rate and extent of change. Hence the pleas for conservation and careful husbanding of precious and limited resources. Land management is seen as the key to success in maintaining a balance between the conflicting demands on the countryside.

A series of nine booklets covers the project. An introductory booklet is supported by eight topic ones which cover ancient lanes and tracks, ancient woodlands, rivers and wetlands, heathland, historic parks and gardens, chalk grassland, the coast, and man in the landscape. A draft policy for the county's Countryside Heritage has also been published. Such initiatives provide invaluable teaching material, obtainable from the county planning department at Winchester. Let us see how the geography teacher can use this resource.

There are problems, conflicts and issues in our countryside and youngsters should be aware of these and the processes at work there. An ingredient of geomorphology can be coupled with biogeography and a study of a rural environment emerges. Demographic data lead into the social geography of the countryside in the 1980s and begs for information on change. Crucial topics such as structural changes in agriculture, metropolitan villages, second-homes, rural development, leisure and recreation, conservation and quality of life can be explored both in and out of the classroom.

Those last two topics may be used to introduce the concept of heritage, as part of an overview of the rural study area. A youngster should be able to look at a rural landscape as scenery and from a geological point of view, attempt an explanation. At the same time he or she must realize that true landscape is rare in this country and the landscape is managed and changing. It is vital to balance and integrate a humanities approach to the rural environment with reference to the quality of life of its inhabitants. The time-space diary of the carless rural housewife must be studied against the background of the picturesque.

As a student stunds on the crest of Watership Down reading relevant passages from Richard Adams' book, the moment is ripe for posing heritage. Are the ancient woodlands and the chalk grasslands worth conserving? Do we wish to maintain them? If so, how can this aim be achieved and who is responsible? An historical dimension must be introduced by reference to the study area's local history and a variety of excellent resources are usually available in county record offices.

Some teachers may prefer to concentrate on a more specific theme, such as ancient woodlands, as part of the general aim to examine countryside heritage. It may be true that if youngsters could recognize trees more readily than current evidence suggests, they would be better placed to consider conserving specimens and patches of trees, especially those 200 to 300 years old.

A study unit on trees and forestry has many possibilities, not least the understanding of trees as a resource, albeit renewable. I recommend calculating the approximate amount of newsprint which a selected conifer could produce. The result is translated into number of newspapers, a quantity which can be compared with the number present in the children's homes during a week. This exercise, including references to the amount of paper consumed in the school, is sufficient to introduce recycling as a growing fact of life. Another example of relevant, important and interesting teaching.

My second example is a regional study of northern Sweden with care for the aged as its focus and climax activity. A sense of place is a vital ingredient of a youngster's geographical education and what better than to mix this with a welfare component. The study area covers 40 per cent of the country and constitutes the two northernmost Swedish counties of Norrbotten and Vasterbotten.

A range of geographical skills is practised in the initial stages (atlas work, Lorenz curve, choropleth maps, population pyramids in LEGO and data-response work) and a picture emerges of this peripheral four-tenths of Sweden with only 6 per cent of the nation's population. Apart from the woodlands and rivers, the major concentrations of people are coastal, population growth virtually stagnant, the general distribution pattern, migration is a strong factor of change, sex ratios increase with distance from the coast, there is a preponderance of single males and the proportion of persons over 64 is higher than the national proportion.

Changes since the early nineteenth century are summarized in a multiple transect diagram and the pattern of development parallel to the coast becomes clear. This exercise points up several avenues of investigation, such as the arrival of tourism and the national parks, the development of hydro-

electricity and recent conflict over exploiting certain valleys, the transport network of the study area and the problems of a peripheral region.

Sweden's uneven distribution of population is related to the provision of welfare services in the country, and the trend toward larger service points for economy of scale pinpoints the effects upon areas with a sparse and declining population. The question of cost-effectiveness versus equitable distributions is fundamental.

The stage is now set for considering the lot of the elderly in the study area. Five guiding principles have been established by the Swedish Board of Health and Welfare and this provides a stimulating handout. Attitudes towards the aged need exploring and students with experience in appropriate community service will identify the problems posed.

In Sweden the state is responsible for the economic security of the elderly, county councils look after medical and dental care and the municipalities operate public services.

To appreciate the organizational problems, students were put in the shoes of the social services administrator for Jokkmokk, a large interior municipality which lies astride the Arctic Circle (it is almost half the size of Switzerland with a population of approximately 7,000). Students are required to propose and justify a plan to organize the care and welfare of senior citizens in the municipality and are supplied with adequate demographic data maps.

An injection of reality is necessary for the debriefing/follow-up stage and details are given of actual plans, activities and expenditure. All this against a background of the Midnight Sun in summer, a timeless sea which freezes for almost half the year, very short growing season, government incentives for industrial development, snowmobiles...

In conclusion, both examples include problems and caring. We cannot afford to avoid such approaches, for in the final analysis we are all responsible for our environment and for one another.

Geoff Dinkle is County Adviser for Humanities Hampshire LEA

"I wanted to go to Birmingham..."

Charles Whyne-Hammond on why he thinks geography has failed

It is an old cliché that we are teaching more and more about less and less so that, in the end, children are learning everything about nothing. May it be equally said that geography teachers are now teaching less and less about more and more so that, eventually, our pupils learn nothing about everything?

From my own experience - and that of my friends, colleagues and acquaintances in the teaching profession - the result of the last few decades of geography teaching has been a generation of people knowing almost nothing about the real world about them.

Indeed, the level of geographical general knowledge is, perhaps, lower now than it has been at any other time in this century. And by geographical general knowledge I mean that sort of common, everyday knowledge that we all used to take for granted - the location of the countries of the world, the general shape of the continents and oceans, the names of major cities and capitals, the nature of the main climate-vegetation zones and so on.

Not long ago I was lecturing to my class of A level students - all of whom had already passed O level and had, presumably, chosen to study geography at a higher level through some interest in the subject - and mentioned, in passing, Birmingham. To my horror (and initial disbelief) one student thought that city was in Scotland and many of the others - I subsequently discovered - could not accurately state where in England it was located. Only a few thought it was somewhere in the Midlands.

Upon further questioning I found their knowledge of Britain generally was minimal to say the least. They knew the most famous counties and areas (doubtless due to their holiday reputation) - Cornwall, Devon, the Lake District - but could not state the locations of lesser-known places - such counties as Northamptonshire, Derbyshire and Somerset, such towns as Salisbury, Shrewsbury and Bradford, such areas as the Cheviot Hills, the Mendips and the Weald.

I further transpired that their knowledge of Europe and the rest of the world was even worse. On a blank outline map few could adequately locate and label such places as Belgium, Sri Lanka and Chad. Oslo, Lisbon and Lagos, such countries and cities totally baffled them. Neither could they tell me what savanna areas are like, what conditions prevail along the Amazon Basin ("where's that?") or what signifies a monsoon region. And all this from students of 17 years old or more.

Yet why should this apparent deterioration in geographical knowledge have taken place? Geography teachers are no less dedicated than they used to be; schools are no less geared or committed to the teaching of geography than they used to be; students are no less capable than they used to be. Indeed, quite the opposite. With a general increase in the depth and scope of geography teaching over the years, with a substantial rise in the average number of days pupils spend on field-trips, and with greater incentives for children to learn about the world around them - through television, films and most of all, personal travel - youngsters should now know more than their predecessors. So why do they know less?

Of course, we can all of us think of possible reasons, of possible answers. We all have our pet ideas. We could, for example, blame modern teaching philosophies - through which go-ahead "trendy" teachers who like to be thought of as "liberal" or "progressive" discount all past methods of education as "reactionary" and, accordingly, do not believe in teaching rote-like knowledge - in English, basic syntax, spelling and grammar, in mathematics, basic times-tables, and in geography, the countries and capitals of the world.

Alternatively, we could blame those schools in which geography is lumped with history, sociology, biology and countless other subjects, under the general heading of "environmental studies", watering down the importance and content of each of the

workbooks which review and consolidate the pupils' understanding of the material.

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Riders and cautions

Unwin Landscape Guides. At The Lakes 0 04 551083 0. 2, Darlmoor and South-Devon 551082 2. 3, The North York Moor and Coast 551084 9. By Bryan Knapp. Allen and Unwin £4.95 each.

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The People's Guide to London. By Andrew Davies. Journeyman Press £2.50. 0 904526 89 5.

London: Illustrated Geological Walks. By Eric Robbison. Scottish Academic Press £4.95. 0 7073 0350 8.

Project Fieldwork. By Brian Grealley. University Tutorial Press £2.75. 07231 0864 1.

Regrettably, these books have many sterling qualities but add little of importance to the existing literature on

fieldwork and environmental studies.

Brian Grealley's *Project Fieldwork* has the right feel to it: heat, compact and well-produced. Most of the relevant and appropriate fieldwork techniques for the 14 to 16-year-old are explained clearly but in too perfunctory a manner, since they sometimes omit the necessary riders and cautions. For instance, Spearman's rank correlation coefficient is explained as a technique to help "find the connection". But the text assumes that the student will find a positive not an inverse correlation, and there is no warning about confidence limits. Nor is there any discussion of the ever-present likelihood that positively correlated data (eg height and academic achievement in a sample of 5 to 18-year-olds) may not be casually related at all but linked instead to a third variable (age).

"Rubbish in, rubbish out" is one lesson that should be drilled into all who make use of statistics.

The three Unwin Landscape Guides are of only marginal interest to schools and seem overpriced for what they contain. Their most useful feature is the walks section with excellent annotated sketches plotting the recommended routes. The author assures his readers that "there are about as many dry days in Lakeland as further south in England". Having lived seven years in Wensleydale, I have no hesitation in replying that this is ludicrously untrue.

assertion!

The *People's Guide to London* claims to concentrate "on Londoners' London rather than the traditional tourist attractions" but is less a guide to the accepted sense and more a selective history of the city. At the price it will be compared unfavourably with the lavish productions which already exist on the market.

Illustrated Geological Walks is at least original in concept, since the author provides a detailed guide to the different types of stone and geological feature to be found in the buildings of central London. As the blurb claims, "Some buildings which would never receive attention for their architecture are asked for their geology". This is a book of specialist appeal only, but one which is well worth bearing in mind for the detail it could provide for a novel field trip to London.

New Routes in Geography: Across the Developing World. By Michael Halgh. Cambridge Educational. 0 521 28631 X. Textbook. £3.50. 0 521 28632 8. Teacher's Book. £3.95.

Third World Atlas. Prepared by Ben Crow and Alan Thomas. Open University Press. £16. 335 15015 2. £5.95. 10259 X.

The *New Routes in Geography* series is designed for the first three years of secondary school. It is a very good series, but the first two years are particularly well done.

Developing World is Book 2 in the series, and is accompanied by a teaching guide containing games, statistics, follow-up work and other material for use in conjunction with the pupil's textbook. The layout of the book is clear and the textual content is detailed, relevant and interesting. Unfortunately, the reproduction quality of the colour photographs leaves much to be desired.

The author has chosen five countries as the basis for his study of the developing world, eschewing comprehensiveness in favour of detail. This produces an imbalance, with 43 pages devoted to South America (Peru and Brazil) and only 50 pages to the rest of the developing world (Zambia, India and Malasia).

The balance can be rectified, however, if you find a place for the *This World Atlas* in the school library. This is an invaluable source book on an important topic and excellent value for money in the paperback edition. The format is large horizontal - bigger than A4 - with 72 pages of detailed and original maps printed throughout in full colour. The cartography is always clear although the actual detail shown is sometimes complex and difficult.

Some of the maps are controversial, such as the distribution map on degrees of repression in the Third World. Philip Savary

0 14 551083 0

EXTRA

"I wanted to go to Birmingham" . . . continued

component parts in the process. Or else we could blame parents and the students themselves for never reading books or looking at atlases.

But, in my opinion, there is one reason which surpasses all others—the changes in geography syllabuses which have taken place over the years. And for these we must blame that faceless group of examination board members, education officers, geography teaching advisers, university lecturers and other such academic pundits.

Many years ago most syllabuses required knowledge of the world. Pupils and candidates needed to learn capitals and countries, climates and crops, commodities and commercial links. All very dull, perhaps, but necessary knowledge nevertheless. Then, by degrees, such a course content was deemed old-fashioned.

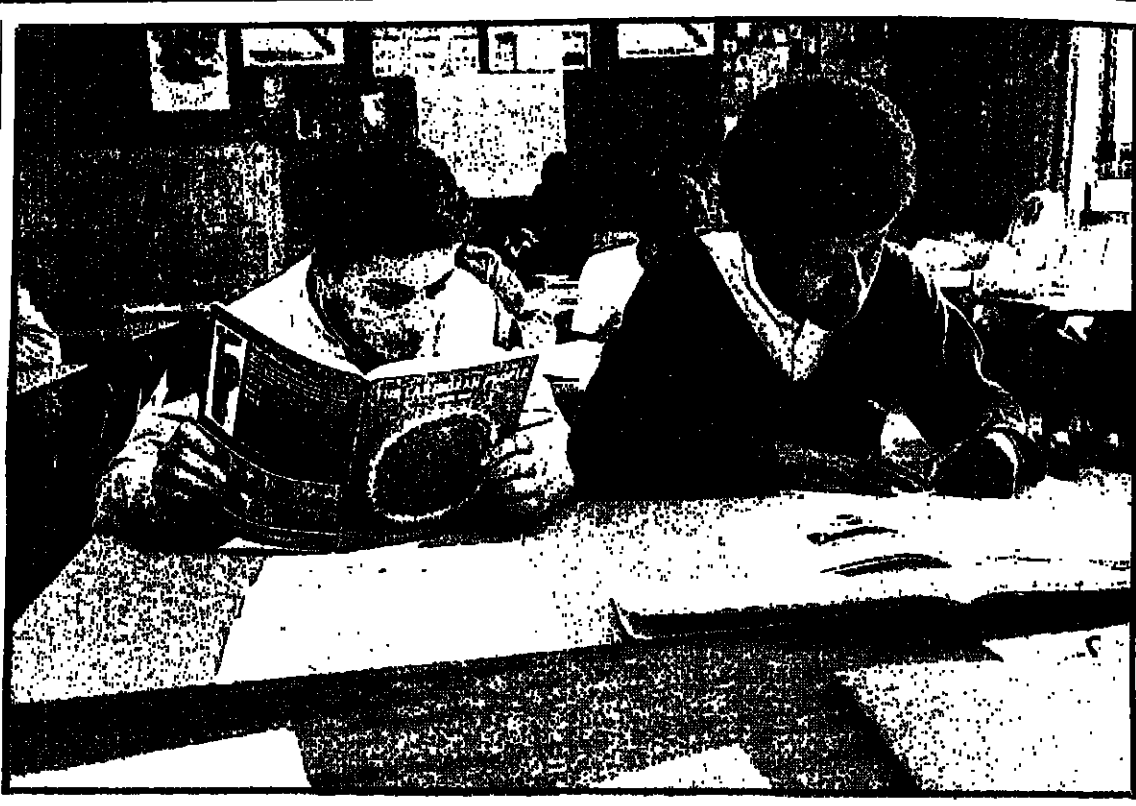
Traditional geography began to be called, rather disparagingly, "qualitative" geography (note the birth of jargon words) and made way for innovation. Quantitative geography came in, with its reliance on equations, scientific laws, theories, models and statistics, and, subsequently, yet newer approaches were incorporated into the syllabuses—as part of what is now

called "societal", "radical" or "well-fare" geography. All these changes were made in the doubtless admirable intention of making the subject more "relevant", "meaningful" and enjoyable to the average student. The repercussions have been less than successful.

The outcome of this revolution in geography syllabuses, from CSE and O level upwards, is a generation of students which can run without being able to walk. Pupils can now, with ease, discuss the relative merits of the Christaller and Lösch theories of settlement distribution; can argue effectively about Von Thünen's model and Sinclair's graph; can measure with consummate skill the volume and load of a river; can use with confidence such words as "synthesis" and "paradigm".

Yet what good is all this, one asks oneself, if they do not know where Birmingham is, do not understand the nature of savanna areas, and have never heard of Sri Lanka? They know how to undertake inferential techniques but do not know how to choose where to go for a holiday or how to plan their travel arrangements. So much for modern syllabuses making geography more "relevant" and "meaningful".

Charles Whyne-Hammond is geography lecturer at Southgate Technical College.



The children on this and page 37 are in an RE class at Wyndcliffe Primary School, Birmingham.

Textbooks are "in" again: the "textbooks are dead" prophets have died, not the textbooks.

Despite computers, despite the cuts, and despite "resource-based learning", the textbook continues to be the most widely used resource in geography classrooms.

The reason is not hard to find. Any resource that can be printed on paper can be published in a textbook. The covers of the textbook preserve these resources for better than collections of loose-leaf sheets—and the price is often lower. So, instead of grumbling about the limitations of textbooks, we should be celebrating the variety and quality of resources that can be provided in a good, modern textbook.

Money is scarce at present, so the selection of the best textbooks is a vital art. It is very difficult to define what makes a good textbook—but the paragraphs that follow are a first attempt. Every school geography department could try to refine these criteria.

1 A variety of textbooks is vital. Even if the "ideal" textbooks are found, it is nevertheless vital for a geography department to have single copies of a wide variety of textbooks for staff reference. Almost all textbooks have some good ideas in them.

2 The variety of resources found within a textbook. It is a good exercise for pupils to examine textbooks for the variety of resources, and it need not take long. Working in pairs, pupils list every type of resource they can find in a textbook. The resultant list provides a good definition of the scope of modern

Selecting the best

David Wright offers ten criteria for a good textbook guide

geography. It motivates the pupils to want to study these resources. And, if a variety of books are used, some interesting comparisons emerge. Other things being equal, the more resources available in a book, the better.

3 Colour. It is increasingly difficult to persuade pupils that a monochrome view of the world is interesting. Pupils see the world in full colour on television, in magazines, and in tourist brochures: textbooks without colour seem dull, old-fashioned and irrelevant to many pupils. Thus, many teachers now make colour a basic criterion for selection. Study of good photographs is an important element of geographical study, so colour is important for both motivation and for comprehension: black and white photographs are much more confusing to children who are now unfamiliar with non-colour snapshots.

4 Cost. The appropriate calculation is "pence per lesson". On this basis, the "course book for the year" always comes out as the best buy. As money has become scarcer over the last few years, this has become a major reason for the resurgence in popularity of the course book. It will be interesting to see whether

Longmans' attempt to put a whole two-year course for 16-plus examinations into a single book is popular (*The Fabric of Geography*, W. F. Rice, 1983).

5 Durability. Publishers are inconsiderate if they merely staple books together, or—worse still—use weak glue or paper covers. A book needs cloth covers, and if it has more than 48 pages it needs stitching. Otherwise, it will become unusable too soon (though no sooner than loose-leaf resource sheets). It would be helpful if every book review mentioned this factor. If teachers refuse to buy inadequately bound books, publishers will soon stop publishing them. Calculations of "pence per lesson" should ideally include an estimate of the life-span of the books.

6 Conceptual level and language level. Most textbooks use unnecessarily complex vocabulary and sentence structure. Preference should be given to books which pupils can read and understand without difficulty. If, indeed, they will soon comment forcefully on the appropriateness of the text. This is a virtue for all abilities of pupils. Provided the examples are concrete,

the conceptual level can probably be higher than in the past: today's 11-year-olds who may have watched *John Craven's Newsround* with interest and growing comprehension for three years or more do not appreciate the assumption that they know little and understand even less about the world.

7 Pupil activities. The good textbook has a great variety of interesting and practicable pupil activities from which to choose. The bad textbook merely provides information and asks for regurgitation.

8 Values and bias. This is a growing field of concern and awareness. Sexism and racism are coming under the spotlight. Whether this needs to influence the choice of textbooks is a more open issue, however; it is arguable that the analysis of sexist books by pupils is a very effective way of discovering and criticizing sexist attitude in society. Racism and ethnocentrism is even more undesirable in books, and can cause considerable offence in many classrooms.

In the case of attitudes towards the tropical world, a useful set of criteria has been developed by Dave Hicks and is summarized in *The Third World: Issues and Approaches* (ed. J. Bale, GA 1983). Other fields of concern may be an anti-working class bias, or a pro-high technology emphasis, which does not take into account the problem of resource-depletion.

9 Design and printing. Some textbooks look so unattractive that they seem to come from the era when only unpleasant things were thought to be good for you. I have had written comments recently, from one of the best-known textbook authors, and from the director of a well-known publishing company. Both used the same phrase—they were "frankly appalled" at the poor quality of some of the material being produced. On the other hand, textbooks which look like comics do not appeal to teachers or pupils: many pupils find them patronizing, silly, and a waste of time. A serious, purposeful, but attractive and welcoming overall image is needed.

10 Does it suit me and my pupils? This is the ultimate test. It is highly subjective, but in our decentralized education system it is still—happily—important. Some books just do not suit me: they are too dull or too lively; too serious or too trivial. Let us hope that our exceptional freedom of choice, and freedom of action, will be maintained.

David Wright is a lecturer in the School of Education, University of East Anglia, Norwich

The Ferrers School is a developing 11-18 co-educational comprehensive school.

The academic subjects are assigned to one of five faculty areas, pupils are in year groups with the form teacher being an important part of the care/guidance system. We do not believe in a pastoral academic split in the curriculum, all teachers have a dual outlook.

Earlier in the year I identified an area of the curriculum which needed development. The County Discussion Document for the Secondary Curriculum (June 1983) refers to it on page 10 para 6. The deputy head responsible for the curriculum saw a need for inclusion of a multi-cultural dimension in our curriculum. The third year "What is geography?" course (see *TES* Geography Extra April 13) contains a humanistic approach to development studies.

However, I wanted to give the pupils an opportunity to explore their own attitudes and values with people ex-

Exploring attitudes

Stephen Murray describes a "One World" conference for third-year pupils in a comprehensive school

periened in multi-cultural education. After contacting several agencies I met Sandie Maitland, regional education officer for Oxfordshire. She impressed me with her ideas and attitude. We met at the Ferrers school and discussed our thoughts upon the curriculum and possible one-day conference. As the third year had all followed the "What is geography?" course it was felt it would be best to run a conference for their year. We decided on the title "One World".

Seiso Seruta, inspector for multi-cultural education, was also contacted and readily agreed to lead one of the workshop sessions. With the agreement of the headmistress, the third year timetable was suspended for a day and I rejigged it to enable five teachers to be freed to run workshops (there are five forms in the third year in mixed-ability groups). Staff readily agreed to forfeit subject time for this day. I must add that all the staff were sympathetic towards my aims and some visited the workshop sessions to discover more. The third year were prepared for the day, the emphasis being on the time

made available for them to explore a number of issues related to development/multi-cultural attitudes and values. Sandie arrived with three other Oxford staff, including Seiso Seruta and five members of the Ferrers staff, we were able to run six workshops with an average of 23 or 24 pupils.

THE ONE WORLD CONFERENCE

10.40 to 11.20: All pupils assemble in the hall for the "Small World" exercise. Each pupil given a label upon entering the hall. They go to the region of the world the label refers to. When each group is complete the representative goes to Sandie Maitland to collect banknotes (counted out loudly for all to hear). Uneven distribution of the notes should raise some issues. Animate cards are issued next revealing who the "superpowers" are. Pupils are asked "who would you go to for help?" Subsequent card distribution illustrates graphically the major language groups, deaths from malnutrition etc. Follow-up work: Groups discuss their feelings about what has hap-

pened. 11.20 to 12.30: Lunch. 12.30 to 1.00: Go to allocated classrooms (close together in the same part of the school) in the six groups for workshop sessions. Several exercises and issues can be explored using the "Who feeds who?" exercise with food labels brought in by the pupils, physical quality of life index, a role play "The Crafty Trader" and discussion on the "Small World" exercise.

1.10 to 1.50: Workshop sessions 3. The Farming Game (Hazards of farming in the developing world) led by Mrs. Pelling (Ferrers School). 4. Suffer-Little Children (Brazil) led by Brian Morphy (Oxford). 5. Mental maps and the Glory Box Game, led by Sue Peacock (Oxford). 6. Images, mental maps and photographs of India led by Sandie Maitland (Oxford).

3.10 to 3.30: Presentation in the hall to consider "What can I do?" where pupils consider the "Babymilk issue", drug companies and the developing world (subsequent UN action) etc. Follow-up work: The conference intrinsically raised issues related to pupils attitudes and values. The mental maps graphically illustrated pupils' lack of perception and stereotyped images of other cultures.

Despite the "What is geography?" course's attempt to present unbiased views of development it was evident that stronger forces are at work beyond the school. There is a lot of work to be done. However, things are out in the open. The school is conscious of a need for a multi-cultural view of the curriculum and the resources it uses.

Teachers realized the need to be vigilant in their presentation of materials. Pupils were and are discussing multi-cultural aspects openly and exploring their own attitudes and values. We are working closely with Seiso Seruta who has offered to visit the school to sit in on planning sessions for the new Lower School Integrated Humanities scheme, a unit is being planned for one year sixth and upper school modules concerning the issues and the school as a whole is conscious of the need to view education in a multi-cultural context.

Stephen P. Murray is Head of Geography and Senior Tutor The Ferrers School. Member of the Geographical Association's Secondary Education Section Committee.

What does RE have to offer?

by Mary Hayward

"He doesn't want to be a vicar, Miss . . ." That statement will be familiar to many an RE teacher, not least on the occasion of that all important event, the parents' evening before the third year options list is signed and sealed. But inherent in the statement there appear to be at least three misconceptions worth challenging: first, that any study undertaken in school must have a direct vocational orientation, second, that RE is necessarily bound up with Christianity (I know of no other world faith which speaks of "vicars") and perhaps also with acquiring a commitment; and, third, do I detect that RE may just lie all right for the girls, "Miss"?

Taking the first of these, one may wonder whether any subject can really say its *raison d'être* is the guarantee of work for those who succeed. "Education for leisure" may become the popular slogan, and it is used, but slogans may obscure the heart of the matter. Leisure arguably assumes work; it takes its meaning from work, work that we've noted may be absent, never experienced. So what is education for?

Recent HMI reports have drawn attention to many facets, dimensions of education; they contrast starkly with the pragmatic emphasis of official educational policy. Not very far beneath their surface lies a concern for the whole person: the aesthetic and spiritual dimensions of life take their place alongside the scientific, the mathematical—the existential alongside the objective and descriptive. The words of a retired headteacher, now in her eighties, stick in the mind: "When you finally retire, leaving the busy milieu of work, you must face who you are". Personal identity, the worth of an individual, meaning and a sense of purpose in life are, in our present system, inextricably interwoven with a work ethic: can this remain so?

I pose a question, not an answer. If, however, the answer is "no", then where does one turn to explore alternatives? Arguably it is to those areas that often have low priority in the curriculum: literature, art, drama, music, religious studies. Of course these can all be treated in an arid and meaningless way; they may sound elitist, but they carry within them the potential for "creative encounter", by which I mean an on-going dialogue between the pupil and the material in the hands of a skilful teacher.

I write so far to give a context. I want to resist the easy path of looking at education, and religious education in particular, simply in terms of vocational outcomes although, as we shall see, this does not mean that the apparently non-vocational subjects might not have "useful" vocational outcomes.

The second misconception I detected requires little comment here. Other articles in this supplement point to the non-confessional nature of RE in the maintained sector—a now widely held and well documented position, while in many places and since the late 1960s religious education has been a pioneer in multicultural studies. We may deal briefly with the third misconception. While it may well be the case that more girls than boys opt for religious studies for public examinations, the context in which I have placed RE (that is, within an education concerned with the whole person), suggests that its appropriateness for boys can be no less than for girls.

So much for context. What does religious education have to offer? The title I was actually handed for this article was "Why RE is good for children". It sounded like a lead into a Victorian cautionary tale—a lead I won't take, although the sentiment of such tales still lurks in Whitehall when RE is discussed. A number of paths may be explored in discovering RE's potential.

The *Times Educational Supplement* publishes its *RE Extra* just before Christmas. Consider the assumptions I want to pick up one point: the argument not infrequently advanced that RE contributes to an understand-

ing of the cultural make-up of Britain, to the part played by religions and by Christianity in particular. The calendar, literature, national occasions, laws, art, landscape and history, both social and political bear—for better or worse—the imprint of religion.

At the most basic level of understanding, the child in Britain who simply doesn't know what Christmas celebrates, or who cannot say why Easter is a holiday, lacks cultural roots; or if that child's cultural roots in essence lie elsewhere—Pakistan, or the Punjab, for example—he or she lacks basic insights into the community of which he or she is now a part.

Dialogue is better than bigotry and understanding is better than ignorance

The possibility of empathy, of "standing in another's shoes" of understanding, has long been debated in RE; the emphasis is on meeting people where they are, on being a "participant observer", listening, questioning, but above all "hearing what the other says of himself".

I mention technique rather than content here, for it is equally important, and its value extends beyond religious education as such (into the world of work?). But here I give recognition, too, to a multifaceted Britain; I don't pretend that RE is unique in its concern for multicultural education, but I have no doubts about its significance in this area.

The distinction between "sacred" and "secular" worlds, which post-Christian Europe maintains, does not function for most Muslims, Hindus, Sikhs; "religion" is a total life-style, to



be approached and understood, as I've suggested, before being evaluated. RE should play its part in equipping children to live, informed, among many faiths.

World perspectives or India in the living room

India, Latin America, Poland, North America, Iran, Israel—this incomplete list indicates that religion is in no way a spent force. As I write I recall the picture of Mrs Gandhi lying in state, a Sikh guard at her side; I recall Rajiv Gandhi carrying out his son's duties at his mother's funeral; I look at the Muslim praying, machine-gun placed, *glitch*-like, across his prayer carpet in this morning's *Times*.

To gain a perspective on this complex world seems to demand some grasp of the ways in which religions function, shaping commitments, values, actions for individuals and communities, as well as the acquiring of some basic information.

What we have noted so far begins to point us to an individual familiar with the traditional culture of Britain, possessing a capacity to cope with a changing society, multicultural and multi-faceted, and an alertness to the wider world, persistently and immediately with an eye for sophisticated technology.

But there is more to be said of the value of religious education.

Critique or contrast?

"If they know the Bible they won't go far wrong" are the words of my head of department as I took up my first teaching post. We might today substitute the Qur'an or Gethse (the Sikh scriptures), but the phrase, the ex-

pressed sentiment needs examining: what is the force of "know"? Within a community of faith scriptures may "have authority", but there are many models of authority and these are both exercised within the life of a school and are open to exploration.

The assumption that, for example, an ethical code should be upheld solely because it is "in the Bible" or that a study of scripture will somehow "make children good", though still popular, is all too simplistic.

But the matter is too important to be left here. A teacher commented recently that in teaching a personal and social development course one could no longer assume shared values among staff or pupils; on a variety of social and individual moral issues children are presented with the "pros and cons" in the attempt to give a rounded picture.

Since such courses frequently make a takeover bid for RE time it is appropriate to ask: "Where does RE stand here?" There are plenty of unsatisfactory books on the market, commonly ignoring a multifaceted Britain and representing a "Bible and . . ." approach. I can see little point in such studies, but I think RE has a weighty responsibility in quite a different direction. In religions the ethical is both one strand in and emergent from a total world view, which will have within it affirmations about the nature of man, society, the natural world, and maybe of a continued existence beyond the present.

Such worlds views, whether we accept them or not, provide the context within which ethical stances are taken up. Hence a pertinent note from one RE adviser: "Behind every ought question stands a 'Why ought?' and these questions are too rarely pursued. If one pursues them vigorously enough then, on one line, succeeding 'oughts' and 'why oughts' control the religious base of most big issues."

Such an approach may not have the neatness of simply tackling the "pros and cons"; it may indeed be dangerous. Dangerous because religions themselves may be exposed; dangerous because "my" exposure to them leads me to question, maybe to challenge "this government", "that policy", "their decision", "his party", and even "my values". Commitments are encountered, and education is the livelier for it.

When are we going to die?

That question was eagerly asked by 11 or 12-year-olds as they studied rites of passage in RE. There was, of course, a mystique and fascination about a matter not always mentionable in adult company, and which few had yet encountered among their own family circle and friends, and viewed only as a distant prospect.

Perhaps, then, this was a good time to begin to think about death. I write in the aftermath of the Brighton bombing, in the full horror of starvation in Ethiopia, in a world in which a baby dies after receiving an animal's heart; death again, the complexities of suffering—inexorable questions about the nature of man and indeed of God for those with religious commitments.

I highlight these features, not to spread gloom, but perhaps because it is these which for many people raise the most profoundly questions about the meaning and significance of human life. I do not pretend that RE holds a

monopoly of such questions. I suspect they are there at the heart of most subjects, though perhaps rarely identified in the school curriculum outside the humanities, and not always there. Certainly, grappling with these perennial questions should be at the centre of RE, though it is often glaringly absent.

However, if it were just a matter of raising questions, RE could lay little claim to a place in the core curriculum. RE is also about answers, and the subject has profound and immense resources on which to draw. The Schools Council Working Paper 36 published 13 years ago, still calls out to be taken seriously:

"religious education must include both the personal search for meaning and the objective study of the phenomena of religion. It should be both a dialogue with experience and a dialogue with living religions, so that the one can interpret and reinforce the other."

It is worth emphasizing the personal element here, and the dialogue with experience, not least because both suggest process and growth inevitably going beyond school years. But it is also from these elements that recent writing on "spiritual education" seems to find its point of departure from the greater part of present day RE, and yet I suspect that it is the attendant dialogue with living religions, which provides vision and space for personal growth as it alerts children to the *Weltanschauungen* by which men and women have lived and do live. Is RE good for children? More precisely, is a religious education which works within these parameters "good" for them? Above all I would hope that children might answer with an affirmative (and maybe even employers . . .)

Mary Hayward is deputy director, York Religious Education Centre

for RE and Multicultural Education



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Facilities include a C. 11th church, a 16th century house, a 17th century house, a 18th century house, a 19th century house, a 20th century house, a 21st century house, a 22nd century house, a 23rd century house, a 24th century house, a 25th century house, a 26th century house, a 27th century house, a 28th century house, a 29th century house, a 30th century house, a 31st century house, a 32nd century house, a 33rd century house, a 34th century house, a 35th century house, a 36th century house, a 37th century house, a 38th century house, a 39th century house, a 40th century house, a 41st century house, a 42nd century house, a 43rd century house, a 44th century house, a 45th century house, a 46th century house, a 47th century house, a 48th century house, a 49th century house, a 50th century house, a 51st century house, a 52nd century house, a 53rd century house, a 54th century house, a 55th century house, a 56th century house, a 57th century house, a 58th century house, a 59th century 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RELIGIOUS EDUCATION

Article of faith

Christine Winstanley on the use of artefacts in RE

Twelve years ago, when I first started teaching, the world of RE was a different place. Goldman and Loukes had produced shock ripples a few years earlier which were then beginning to dissipate, and "child-centred" as opposed to "Bible-centred" was a term which was gaining respectability.

My first school was a front runner in the RE field. World religions played an important part in the syllabus, whilst the third year girls were taught RE in close relationship with the Biology and Home Economics Departments.

Yet looking back I realize the poverty of those lessons. There were few good textbooks, no world religions available. The first of the World Living Religion series had recently been published along with Geoffrey Parrinder's book on world religions, but there was little else. The only artefacts that I can recall were a few post cards purchased from the Jewish Museum in London and my own Hebrew and Greek Bible.

Today RE resource centres have sprung up all over the country, providing books, audio visual aids, posters, artefacts and other resource materials for teachers. Most of these items are for loan but a growing number of teachers are asking "where can we buy these things for ourselves?"

The problem is less acute for teachers living in multi-faith cities such as Birmingham, London, Leeds and Manchester. Nevertheless precious time and money have to be spent in finding sources for each of these faiths. A major area is the religious communities themselves and many teachers have worked at developing good links with their local mosque, gurdwara, mandir and synagogue. Parents and local leaders are invited to bring into the classroom personal articles of faith in this way it is clear that these are not museum objects or items of curiosity, but everyday things which are part of a living religious tradition.

For teachers working in areas at a distance from major multi-faith communities the problem is greater. The Jewish Education Bureau was set up ten years ago to assist teachers looking for material on Judaism. Now a new venture "Articles of Faith", started in February, is seeking to provide a similar service in the teaching of the other major faiths. It offers a mail order catalogue containing basic items used in the worship of the religions of Buddhism, Christianity, Hinduism, Islam and Sikhism.

Yet it is one thing to purchase a good array of artefacts, another to know how to use them. The danger is to take

everything into one lesson and bewilder the pupils by bombarding them with a range of items all with different uses and for different occasions. Seder plates do not usually belong in the same lesson as Hanukkah candles nor Sita with Krishna.

The skilled teacher can often use just one object to form the basis of a whole lesson. A Radha-Krishna statue can introduce the character of Krishna, the story surrounding his youth or the idea of avatar in Hindu thought.

The Muslim Qibla compass can provide a lesson on the importance of the Ka'aba in Mecca and the unity and diversity of the Muslim world. On other occasions it may be more effective to introduce several items at once, where these obviously belong together. The Sikh Kara, Kongha, Kirpan and Kaachera is an example of this.

We must also be aware that we are handling objects which are of great significance to the people to whose faith they belong, and so sensitivity is important. The Qur'an is a Holy Book and should be treated as such. In fact some Muslims suggest it should not be touched by non-Muslims at all as they are "impure". Others ask simply that it should be placed at a height and hands should be washed before handling its pages. Similar requirements may also be asked of pictures and photographs of pages of the Qur'an.

Opinions vary likewise within the Sikh communities. Some Sikhs object to the use of statues of Guru Nanak whilst others accept them. One Sikh temple which has excellent relations with our RE Centre in Salford and has been most generous with time and resources to help us, nevertheless withheld a turban for fear it would be a source of mockery amongst school children. Sikhs in other areas do not have such reservations.

These concerns must not be lightly dismissed, but we must listen to our own local communities and respect their needs and wishes or, by dialogue, seek to reach a mutually agreeable compromise.

The new religious heritage of our country is exciting, colourful and alive with possibilities. It is the role of the RE teacher to bring that life into the classroom and so to demonstrate the richness of the multi-faith experience.

Christine Winstanley is the Acting Director at the Centre for the Study of Religion and Education in the Inner City, Chapel Street, Salford M3 7AJ. She is also the Director of "Articles of Faith".

Resource or course?

Religion in Life 1: Religious Buildings and Festivals. By John R. Bailey, Schofield and Sims £3.45. 7217 3033 7.

"Sumptuous" is not the first word that springs to mind when reviewing most textbooks. Schofield and Sims have however done Mr Bailey proud, and *Religious Buildings and Festivals*, the first volume in his new secondary religious education series, is entirely attractive. Extensive well-reproduced full colour photographs dominate almost every double-page spread, and one is quickly cheered by these reminders of just how visually interesting this subject can be.

To quote the publicity material, "Religion in Life is a five-book course... enriched by open-ended questions... to encourage discussion and develop understanding of Britain's multi-faith society". This first book presents a range of buildings from Amritsar to Regent's Park and from Orthodox cathedrals to front-room house churches. These are followed by a selection of festivals both sacred and secular. All this promises well, yet as soon as we turn to the text there is almost immediately a sense of disappointment. Where is the structure and development that one might ask of a course? Could not these topics be taken in any order? Is there not a little redundancy about each of the thumbnail sketches and their subsequent three or four discussion points?

The answer lies in the authors' blurb. Here we are told that this is a "foundation for a five-year course", that the books can be used in any order, and that the text is deliberately "simple and brief so that average and below average pupils are not discouraged...". Mr Bailey obviously intends this to be very much more a resource than a course, and, as such, it needs most careful mediation in the classroom. For example, some discussion points are hardly even comprehension questions: "Why do you think so many churches have have towers or spires?" Answer (10 lines above): "The tower, pointing firmly heavenward, was a reminder of God's...". Careless editing has made others even more pedestrian. Between a photograph of a former church and the question: "What is the church in the picture above now being used for?", there has been inserted the caption, "A former church now being used as a warehouse". Of the suggestions for "things to do", some are absorbing and productive, but not all are equally suitable for both first and fifth years.

One should rejoice at such an attractive book and one that is genuinely multi-faith, but it is so seductively easy to use in a very superficial way; worship and celebration reduced to making lists of gurus and transcribing Luke's account of Pentecost in your own words. A head of RE would be unwise to dole out sets for use by press-ganged, part-time members of the department, but if she should order copies for selective reference and project work.

David Self

Friends

Portrait in Grey: A Short History of the Quakers. By John Punshon. Quaker Home Service Ltd. ISBN 085245 180 6.

Among the 55.776 million people in the United Kingdom there are 18,131 Quakers, 0.325 per cent of the population. Serious people "their kindly, calm, tolerant religion is difficult to put into words". Affirming no creeds, celebrating no sacraments, without paid ministers: they worship in silence in plain, bare rooms. Wary of using "language, history and theology in any way that might fetter the personal quest of their members for truth", they call themselves a Christian "society"

rather than a "church" and are united by an attitude to life and worship which "answers that of God" in everyone: the basis of their uncompromising pacifism, their zeal for social reform and equality.

John Punshon's *Portrait in Grey: A Short History of the Quakers* traces their fortunes from seventeenth-century beginnings to the present. Ten lively, well-researched chapters deal with Quakerism's roots in the Reformation; the emergence, establishment and persecution of The Religious Society of Friends in seventeenth-century England and America; its development as a quietistic, increasingly affluent group of urban, middle-class merchants and manufacturers in the eighteenth century; the nineteenth century's great numerical expansion - particularly in America, leading to paid "pastors" and "programmed meetings" - bringing separat-

ist tendencies together with Evangelical involvement in "the world's business" through slave-emancipation, prison and social reform. The beginning of the twentieth century saw Friends as missionaries round the world, and working in difficult, dangerous conditions to aid victims of war, revolution and famine wherever human need arose regardless of nationality, creed, party or status. This enthralling history sees the present "balance of membership, concern and influence tilting in the direction of the Third World, with all that involves". As "Friends Of Truth", Quakers' readiness to re-examine accepted thought and practice, challenging themselves and others, should enable them to deal with emerging questions of Christian identity, universalism, the reconciliation of a divided humanity.

John James

'Tis done, the great transaction's done'

by Richard Wilkinson

Eleven o'clock on a quiet Saturday somewhere in Yorkshire. A car arrives, well down on its rear axle. "They're here!" I cry. "Come on, I'll give you a hand!" - this to the driver. "Quick! Under the stairs!"

Together, we hump 14 heavy, bulky parcels, piling them into a secluded cupboard. At last all are stashed away, the door locked, the job is done.

What are in those mysterious bulging packages? I can reveal that they contain 420 copies of the 1933 edition of the *Methodist Hymn-book*. And I can also reveal to all schools, churches and places where they sing, that fantastic bargains are available. For everywhere, Methodists are buying the new 1983 edition, *Hymns and Psalms: A Methodist Ecumenical Hymn-Book*, and discarding its predecessor the 1933 edition, despite the fact that it is one of the best hymn-books ever produced.

Not that the new book is bad. In fact, the music edition is an improvement, even if it is too bulky to sit on a music stand. As for the words, there are several admirable modern hymns, although the chairman of the compilers, Richard G. Jones, has been too modest: his own "God of concrete, God of steel" is omitted. On the other hand, "Amazing Grace" is in, only 200 years after John Newton wrote it: better late than never. And there are 156 hymns, well over a hundred more than in any other modern collection, by the incomparable Charles Wesley.

But the 1933 edition contained 240 of Wesley's hymns and is therefore the better book. It is possible, although I do not think probable, that I overrate Charles Wesley. I am, however, absolutely certain that he has been consistently underrated, ditched the ignorances and prejudices which have dogged Methodism since the great John Wesley's conversion 250 years ago. As late as 1950, the Dean of Winchester objected to the section "Hymns for Private Devotion" in *Hymns Ancient and Modern Revised* because it savoured of Methodism.

What then is so special about Charles Wesley's hymns? First, his craftsmanship. His use of metre is "amazingly enterprising and versatile". Come let us sing, Roll round with the year, And never stand still till the Master appear.

Did he write that to the joggling of his horse? Wesley's ingenuity in incorporating polysyllabic words is another characteristic: "Indisubly jolled", "Incomprehensibly made man", "with inextinguishable blaze" - this last phrase omitted from *Songs of Praise* on the absurd ground that choir could not sing it.

Even more to the point is Charles Wesley's message, his uncompromising proclamation of Christ's death for the sins of all men: "His blood can make the foulest clean. His blood availed for me" - (poet's licence for many modern compilers but unfortunately vivid). "Knew, universal Love, Thou art", wrote Wesley, and it was always the love shown on the Cross by which he was dominated, some would say

He was endlessly moved by the paradox of "Jehovah crucified" - "Im-passive He suffers, Immortal He dies". And how concise, how restrained was Charles Wesley's emotion! Not the least of the merits of the 1933 edition is that it begins with John Wesley's preface, in which he rightly eulogizes his brother's work.

"In these hymns there are no doggerels; no botches; nothing put in to patch up the rhyme; no feeble expletives. Here is nothing turgid or bombastic, on the one hand, or low and creeping on the other. Here are no cant expressions; no words without meaning."

If you want to appreciate the overwhelming superiority of Charles Wesley, contrast his matchless morning hymn, "Christ, whose glory fills the skies" with "Morning has broken" (which you can find in the 1983 edition). John Wesley's comments would have been worth reading on this 20th century hymn, for here are feeble expletives, words without meaning and botches ad nauseam.

Few of the 240 hymns by Charles Wesley in the 1933 edition are known outside Methodism. As an Anglican, I therefore enjoy covering up the author's name as I flip through the pages of the *Methodist Hymn-Book*, trying to decide whether an obscure hymn is or is not by the Great Man. Nothing he wrote is mean or trite, and really those give-away qualities are easy to spot. Every one of his hymns can be used for private devotion, for modern compilers forget that a hymn-book is a prayer-book too.

However, in singing the praises of Charles Wesley I have not exhausted the merits of the 1933 edition. Its 984 hymns make it more comprehensive than 823 hymns of the new book. "If in doubt, leave it out" is only too

often the rule of hymn-book compilers. Thus you will look in vain in the 1983 edition for "Jerusalem the golden" - which some might consider escapist rubbish. If, like me, you are moved by it, you will not be let down by the 1933 edition of the *Methodist Hymn-Book*.

And here is an important point. "Jerusalem the golden" was written by a 13th century Roman Catholic monk and translated by a 19th century Anglo-Catholic priest.

Do not be misled by the title of the 1983 edition: it is no more ecumenical than its predecessor. The 1933 edition was ecumenical before ecumenicalism was invented, so to speak. There are more hymns in the 1933 edition by the High Anglican saint, Christina Rossetti, than in *Hymns Ancient and Modern* and the *English Hymnal* combined.

And what hymns! "None other Lamb, none other Name", "I love the key of life and death", "The shepherds had an angel, the wise men had a star".

Have you ever seen, have you ever heard of these hymns? Do you know Isaac Watts' magnificent "Join all the glorious names"? Do you want to know where to find Charles Wesley's "And can it be that I should gain"? The answer is that you will find them all in the 1933 edition of the *Methodist Hymn-Book*. And if you seek John Wesley's "Peace, doubting heart", I am afraid that you will not find it in the 1983 edition, because it is not there!

Still might me, O my Saviour, stand! And guard in fierce temptation's hour; Hide in the hollow of Thy hand, Show forth in me Thy saving power. Still be Thy arms my sure defence, Nor earth nor hell shall pluck me thence.

How well these 18th century evangelicals wrote. My text I have chosen from Philip Doddridge's "O Happy Day!", which, I'm glad to say, is in both editions of *The Methodist Hymn-Book*. "'Tis done, the great transaction's done!" If you can procure copies of the 1933 edition you will indeed find it a great transaction.



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This course (one year full-time and two years part-time) provides an excellent opportunity for serving teachers to advance their knowledge, curriculum skills and qualifications in relation to teaching R.E. in a multi-cultural setting, at either primary or secondary levels.

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This scheme offers Local Authorities and/or schools an opportunity to send selected teachers to the Centre for a short intensive period of professional help. Experienced teachers willing to participate in the Centre's current curriculum development project may also apply. The scheme is quite flexible regarding the starting time of particular secondments. For further information write to: The Director, Regional R.E. Centre (Midlands), Westhill College, Selby Oak, Birmingham B29 6LX. Tel: 021-472 7248.

RESOURCES

What do Piglet and Nelson, Bilbo Baggins and Dr Watson have in common? They all feature on recent children's audio-cassettes, adding to the developing market over the last 12 months. Selection from such a vast range is difficult. What follows is a sample of the best for home and school currently available for the 4-14 age group.

For the youngest at heart, including adults, Alan Bennett's *The Hunge of Pooh Corner* and *Winnie the Pooh* (BBC, £3.25) is a classic performance. The warmth and quality of ponderous eccentricity in his voice is just right for these new readings. The entire texts of all Murphy's *The Worst Witch*, Jeff Brown's *Fat Stanley* (Cover to Cover, £3.45 each) and Ronald Dahl's *Fantastic Mr Fox* (Cover to Cover, £3.95) have been recorded by first class narrators and are enormously popular with the 5-10 age group. Life for Mildred Hubble, pupil at Miss Cackle's Academy for Young Witches, isn't easy. Spells go wrong, her broomstick is wayward and her kitten untrainable. It's full of the type of humour and escapades relished by this age group. *Fat Stanley's* adventures - and problems - start when his brother finds him squashed as flat as a letter by his noticeboard. The novelty of being flown as a kite and being involved in art burglary wears thin eventually and all Stanley wants is to be the right size again. It's a funny story with great appeal.

In Lionel Jeffries' reading of *Fantastic Mr Fox*, children's sympathies are with ingenious Mr Fox's outwitting of the dastardly farmers, Boggis, Bunce and Bean, who are bent on shutting their goose-stealing enemy. The complete text comes with the cassette, which makes for excellent reading practice at home or at school.

Ivor the Engine (BBC, £3.25) contains 10 stories from the popular BBC television series. The dramatized readings are spirited and redolent of Wales with plenty of choir singing and the fitting accent. With a dragon in Ivor's engine, life at the Merthyr & Llantilly Rail Traction Company is both ordinary and extraordinary: a good blend in stories for the 4-6 age group.

Fairy tales on cassette are often unremarkable, so it is good to hear a distinguished (not grim) selection on *Grimm's Fairy Tales* (Argo, £6.25, two cassettes) and *Mare Grimm's Fairy Tales*. They are read by an outstanding quartet including Michael Hordern and Ben Kingsley.

There are some attractive titles to be found among the "pocket-money" range of cassettes packaged with books. The tapes come without cases and are short, some less than five minutes a side, but with young children brevity can be an advantage. They are inexpensive at £1.99, the best titles having good narrators and attractively illustrated books. *The Trial of Wozzel Gummidge* (Tempo, £1.99), one of 48 titles currently offered on Tempo Talking Stories, is an example.

Narrated by Jon Pertwee, the accompanying book is full of Val Biro's comic and vivacious pictures. Pickwick's Tell-A-Tale Series in conjunction with Ladybird Books now offers 40 titles in three grades of reading difficulty, the latest addition being *The Goose Girl* (Pickwick, £1.99). School reading practice can be complemented with them at home and along with Pickwick's "Children's Classics" series, they make valuable remedial aids in schools.

Caedmon have a selection of good American stories, original and zestful, some interspersed with catchy songs. On *Lilly, Willy and the Mall Order Witch* (Caedmon, £5.70+VAT), a boney-nosed, one-toothed, screaming witch comes through the post, supposedly to clear up the children's rooms for them. Lilly and Willy are horrified at their purchase but, as the witch squawks, "What else do you expect for a dollar?"

American children's literature is well represented by William Steig's *Domine* read by Pat Carroll (Caedmon, £5.70+VAT). One day Domine the dog packs up his possessions in a polka-dot bandanna and sets out, choosing the road which will lead to "marvellous, unbelievable things". And it does, including Domine's selfless devotion in looking after Bar-bloppew Badger, a 100-year-old alligator.

He tends and protects him and his United treasure from the Doomsday Gang, a group of noxious dingoes, foxes, rats and weasels. The story is narrated with startlingly original, incisive and characters, leaving a

Illustration from J.J. Murphy, The Worst Witch



Flights of fancy

Rachel Redford listens to cassettes for the young at heart

notes

AN UNUSUAL PRESENT

Why not adopt an animal at London Zoo or Whipsnade Park? Every one of the animals can be adopted (although some of the more popular ones are already fully adopted) - from the fish in the Aquarium at London (£10 a year) or the Wallabies at Whipsnade (£30 a year), to the cuddly Brown Bears (£1,500 a year). Don't be daunted by the price of the bigger animals, however, for you can buy a year's share in any one of them for £30 at London or £15 at Whipsnade.

A contribution towards the Adopt an Animal scheme will not only help the zoos to care for their animals during 1985, but will bring every adopter a certificate of adoption, a free entrance ticket to the zoo, and their name displayed on a plaque in the zoo.

All but the £10 adopters at London will receive a photograph of their animal. A special package for all Christmas adopters this year will include a certificate dated for December 25, a card from their adopted animal, a zoo newsletter, and, for the first one hundred, a little extra gift from the zoo. Exotic suggestions for Christmas adoptions include camels, reindeer, penguins, donkeys...

For full details, send a large size to Caroline Jenn, Adopt an Animal, London Zoo, Regent's Park, London NW1 4RY (tel: 01-722 3333) or Pippa Smith, Adopt an Animal, Whipsnade Park Zoo, Whipsnade, Bedfordshire, Beds (tel: 0582 872811).

A seasonal programme is now available from Lincolnshire Educational Television.

It includes eight original Christmas songs; how-to-make demonstrations of a Christmas cake and Christmas decorations from other countries; the story of St Francis; and Christmas in south western France.

A 20-page booklet comes free with the programme and includes the works and

music of the songs together with instructions on making the Christmas Castle and decorations. The songs are easily learned by children from about six years old.

"Christmas Workshop" is available, price £13.50 including postage, from Lincolnshire Educational Television, Bishop Grosseteste College, Lincoln LN1 3DY (tel: 0522 27347).

CHRISTMAS PACK

A pack of 20 full-colour charts and a 16-page booklet containing a collection of projects on the theme of Christmas is available from Macmillan publishers. A crib to cut out and make, and poems to read, puzzles to solve and a nativity play to perform, are just a few of the ideas for things to do and make at Christmas.

"The Christmas Pack" is available, price £14.95, from Macmillan Children's Books, 4 Little Essex Street, London WC2R 3LF (tel: 01.836 6633).

thoughtful listener or class with plenty to discuss.

Up to Ten With the Mr Men (Tempo, £3.99) is an attractive educational package exploiting the huge popularity of Roger Hargrave's Mr Men characters to help primary school children to learn their multiplication tables. With parents' encouragement it works, and the tedium of tables-learning is banished. The pack includes a cassette, a marker pencil and a colourful wipe-clean chart for each table as well as stick-on merit badges to be earned when each table is learned. The cassette starts with an irresistibly catchy song, repeated after each story: "There's one thing Mr Men are all good at, they're all good at doing their SUMS!"

Arthur Lowe, who was the superlative reader of Mr Men stories on television, reads a different story for each table. On the three times table, for example, Mr Nosey is organizing Mrs Robin's feeding of her three chicks. The chicks need two worms each, so Mrs Robin needs to find two times three, which makes six worms. Before the answer, there's a pause long enough for the child to call out the answer or for the parent to press the pause button until he does. It is an educationally sound, inexpensive package, equally valuable for home and school.

A useful collection is Pickwick's History Series for age eight upwards. The tape follows the text of the Ladybird book packaged with it and together they manage to convey interestingly a great deal of information - particularly valuable for primary and secondary school projects. The 12 titles are wide-ranging and include *Kings and Queens of England Books 1 and 2*, *Julius Caesar and Nelson* (Pickwick, £1.99 each). Also valuable are the legends on book-and-cassette: *Asop's Fables*, Books 1 and 2 and *Famous Legends*, Books 1 and 2 (Pickwick, £1.99 each). It's a subject often neglected and it's good to see it in this attractive and easily-digested form for 7 to 12-year-olds.

A delight for the whole family is Nicol Williamson's reading of Tolkien's *The Hobbit* (Conifer, £8.95, four boxed cassettes). It is a modern classic and gives, as Tolkien said the best stories should, "a catch of the breath, a bent and lifting of the heart".

Noel Streatfeild's *Ballet Shoes* (Argo, two cassettes, £6.25) has enchanted aspiring ballet dancers since its publication, its appeal lying in Posy, Pauline and Petrova's unconventional London household, and in the fairy-tale wish-fulfillment of the ending. Moira Shearer's reading and the intermittent piano music vitalize this captivating story.

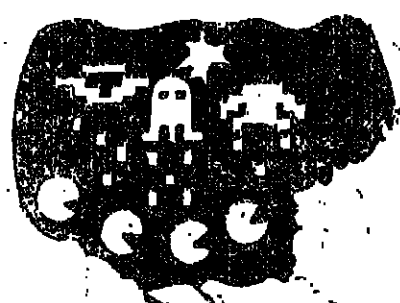
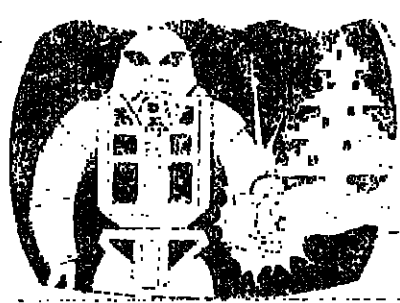
The BBC has released six *Plays on Tape*, mainly for the adult market, but *A Study in Scarlet* (BBC, £5.25), with Robert Powell as Holmes and Dinsdale Landen as Watson, is rewarding listening for secondary school children. Conan Doyle's stories make excellent dramatizations and this one is full of suspense, atmosphere, and Holmes' wonderful powers of deduction - how did he know Watson had lately returned from Afghanistan? It's an encouragement for the older listener to read more Conan Doyle for himself.

Cassettes can play a crucial role in not only stimulating reluctant primary infant readers, but also in encouraging older readers to tackle "difficult" but infinitely rich books. *Treasure Island*, read in its entirety on six cassettes by David Buck (Cover to Cover, £17.25), brings alive a book many parents remember from school with heavy heart. It brims with action, tension and danger, the classic ingredients of adventure.

The whole of *Great Expectations* (Cover to Cover, £31.05), read on 13 cassettes by Martin Jarvis, is an enlightenment. Fresh details of Dickens' writing strike the listener on each hearing. These entire texts are suitable for libraries, educational institutions and schools and societies for the blind. They also bring a new dimension to literature study and are invaluable to students. Cover to Cover have selected seven classics in current O and A level syllabuses.

Cover to Cover cassettes are by mail order from Cover to Cover Cassettes Ltd, Dene House, Lockeridge, Marlborough, Wiltshire. Prices include p.p.p. Discounts on more than one copy. All other cassettes are available from good book, toy and record shops. In case of difficulty, contact Haywood Productions, 36 Wandale Road, London W12 9RS.

101 8 139



Guys' games

Tony Hetherington investigates the computer games market and discovers that there's very little for girls

If you think the hero in *Impossible Mission* has problems then spare a thought for our man in *Knights Lore*. He has been bitten by a "Wulf" and every night he turns into a "werewolf". This seriously affects the success of his quest to find a cure in an evil wizard's castle. Although this game features excellent 3D views of the rooms of this castle the main appeal lies in the logic problems that you will have to solve. This makes it into an adventure game that you solve with a joystick. Of the more conventional adventure games two stand out above the rest -

Sherlock from Melbourne House and *Infocom's Zork*, which has been re-packaged by Commodore for a bargain price.

Sherlock recreates the Victorian England of Sherlock Holmes as you can take the role of the world's greatest detective in an attempt to solve a baffling murder. At your side is the faithful Watson but you must act quickly before Inspector Lestrade arrests an innocent man.

While *Sherlock* uses a mixture of text and graphics *Zork* relies totally on textual descriptions, however these are of such a quality that they defy the need for graphics.

If you need a break from shooting aliens or solving problems then you could do a lot worse than try this hat-trick of sporting classics which will provide entertainment for more than one player.

Having said that, *Football Manager* is a one player game but I find that it rapidly becomes a group effort as you try and steer your favourite team from the depths of the fourth division to the giddy heights of the first with a chance of some cup glory on the way. This is an incredibly addictive game and some players have been known to have "just one more season" well into the early hours of the morning.

Matchpoint is a superb tennis simulation for one or two players that even has an umpire and ball boys and features a crowd that watches every shot. One thing that I can't fathom

about *Matchpoint* is why I like it when I hate tennis.

Deathlion is the best of the flurry of Olympic style games that appeared this year and features the 10 events in all their gruelling glory. It's one of the few games where the effort you put in to it is actually represented on the screen. Once you've finished your first deathlion you'll be thankful that there isn't a marathon.

Finally *Beyond's Lords of Midnight* is a game that defies classification - it is an epic game containing a mixture of the strategy of a wargame but the challenge of an adventure. At the start of the game you control only four people with a war against the armies of evil before you. Obviously your first step is to recruit some help but after that it is up to you.

Elite, BBC Micro (Acornsoft) £14.94; Code Name Mat, ZX Spectrum (Micromega) £6.95; Impossible Mission, Commodore 64 (CBS software) £9.95; Knights Lore, ZX Spectrum (Ultimate) £9.99; Sherlock, ZX Spectrum/Commodore 64 (Melbourne) £14.95; Zork I (disk), Commodore 64 (Infocom) £11.99; Football Manager, ZX Spectrum (Addictive) £6.95; Matchpoint, ZX Spectrum (Pilon) £6.95; Deathlion, Commodore 64 (Activision) £9.99; Lords of Midnight, ZX Spectrum (Beyond) £9.95. Tony Hetherington works for Personal Computer World.

MEDIA

briefings radio & tv

Continuing education and general interest

PEOPLE FIRST (Sunday 9.10, BBC1)

The last programme in a series to help and support the parents of mentally handicapped children explores the possibility of marriage and the current trend to house the mentally ill in the local community.

HAVE CULTURE WILL TRAVEL (Sunday 15.15, C4)

A close examination of the aims and achievements of the British Council as it approaches its 50th year. Gavin Scott looks at operations in Britain and Germany and compares them with projects in India and Sri Lanka.

HORIZON (Sunday 13.55, BBC2)

A "Mathematical Mystery Tour" introduces viewers to the strange world of pure mathematics, with explanations from Professors René Thom, Paul Erdős and Jean Dieudonné.

KEN HOM'S CHINESE COOKERY (Monday 19.35, BBC2)

Ken Hom demonstrates special ways of cooking fish and other seafood.

PANORAMA (Monday 20.10, BBC1)

Are the religious requirements of the educational system out of date? Muslim parents are asking for their own state financed schools and Christian fundamentalists are not satisfied with the way the schools are carrying out their legal duty.

MACMILLAN AT WAR (Wed 10.45, Thurs, Fri 11.15, BBC1)

In three programmes, based on his recently published War Diaries, Harold Macmillan talks to Ludovic Kennedy about his memories of World War II.

SHAKESPEARE IN PERSPECTIVE (Saturday 22 Dec, BBC2)

Eleanor Bron discusses Shakespeare's comedy "Much Ado About Nothing", introducing in particular the two pairs of lovers.

PLACIDO (Monday 24 Dec, 21.00 C4)

A year in the life of Plácido Domingo follows his performances at the major opera house in the world, terminating at the Royal Festival Hall.

SCHOOL RADIO Education Now Phone-ins BBC Radio 4 VHF

Despite the awkward timing (would you have a fireman's phone-in on Guy Fawkes Night?) the five mid-afternoon programmes last week had a pleasingly large number of teacher participants. Perhaps it would be wise not to ask how they managed to get to a phone.

Monday's programme could have been subtitled "Everything You Ever Wanted to Know about 16+ but Never Dared Ask". Information from Peter Dines, Deputy Chief Executive of the Secondary Examinations Council, simply streamed out. What will happen to O level candidates who want to re-sit after the last year of the O level syllabus? They can re-sit the following winter, but no later. Will i.e.s. be tied to examination boards or a geographical basis? No - individual i.e.s. can make their own choice of board, or leave it up to individual schools. Will there be a future for Mode 3 style examination? Yes - as long as the syllabuses meet national criteria. The only questions that got less than satisfactory answers were on the increase in teacher work demanded by the new system and on in-service training to prepare teachers.

It's a pity the Secretary of State wasn't on the panel of Tuesday's programme about how money is allocated and spent. There were some very good questions, but the two Chief Education Officers were sympathetic to a bit over-cautious and neutral in their answers. I would particularly have liked to hear Sir Keith's answer to the questions "Can we afford small schools?" and "Is it right that parents should be compensated for the shortfall in expenditure on essentials like books and paper?"

It would also have been useful to hear his views on teacher/pupil ratios, especially after Tony Lenny, Chief Education Officer for Haringey, pointed out that published figures shouldn't be taken literally - for example a published ratio of 1:12 doesn't mean that you'll find 12 children in every class. Once the numbers of senior, special needs and peripatetic staff have been recognized for the



You rang, sir?

Nick Baker found time to listen to last week's radio phone-in on 'Education Now'

picture looks very different. However, as we now know, Sir Keith was rather busy last week, particularly on Wednesday, when the subject was Parent Power. James Hammond of the National Confederation of Parent Teacher Associations valiantly pointed out that the term "power" is perhaps rather extreme. After all, the NPTA and a recent poll of parents concluded that parents don't want majority representation on governing bodies, and that parental influence is a more helpful term. Professor Ted Wragg added that the real centres of power were to be found at Education Committee level and that there was no reason why parents shouldn't be co-opted on to Education Committees instead of political appointees.

There's little doubt that these phone-ins were very useful and that the more public debate there is on education the better for all concerned. Let's hope the next time the BBC organizes a week of education phone-ins, they'll do it at a time when all concerned (and that means pupils as well as parents and teachers) are free to participate.

THERE'S NO BUSINESS LIKE SHOW BUSINESS

... when it comes to providing trainees with basic skills, Ann FitzGerald finds

Last year, the Manpower Services Commission axed most of the theatre and arts based youth training programmes it had been financing.

They were not developing broad based skills but merely encouraging stage struck youngsters to hope for jobs in an already heavily overcrowded industry, it was felt.

But Focus YTS, a training scheme based on film making and drama production, founded in 1982 by Steve McGaw, Head of the Faculty of Creative Arts at Sidney Stringer School in Coventry, has managed to survive intact and has had its funding renewed for next year.

Chris Mitchell, the senior supervisor for the scheme, believes it survived because it had anticipated the MSC's demand on "core skills" (YES, May 25). Practical projects, work experience placements and off-course "lessons" intermesh to give trainees a combination of skills applicable to most jobs. Information gathering, choosing between alternatives, and preparation for a task, are just a few specified by the MSC, which in this case have been allied to the entertainments and leisure industry.

The course, which takes 15 trainees from the 30 or 40 applicants, is organized around two units; a video film studio and a community theatre company. Each student works on practical projects in one or other of these areas or, in the case of students whose interests are very loosely defined, on shorter projects in both.

In the video unit the training leads towards each student making a three to four minute video film, something tangible to take to future job interviews. "But that doesn't mean", explains Gavin Douse, the unit supervisor, "that

we're aiming to turn out only future film directors or camera men. These are the glamour jobs which most youngsters who come into this unit have heard of and perhaps dream of doing, but there are 120 other specializations, most of which they don't even know about, and we give them a very broad based training to enable them to see what skills and interests they have and where they could fit in."

In a modestly equipped studio the trainees follow a practical course in all aspects of lighting, from wiring a plug to rigging a set of lights. One of last year's trainees is now applying these skills as a theatre technician in a theatre - a hospital operating theatre!

Sound recording and editing is another aspect of this broad, practical training, initially on the Focus equipment then on work placements with Horizon Studios, a professional 24 track recording studio in Coventry.

The detailed planning for even a two minute film is also an important aspect of the course. Each student learns the techniques of researching their subject, writing a script and building it into a full storyboard. Planning also means dealing with people; arranging suitable venues for a shot, costing actors and musicians, borrowing or hiring costumes and props. The confidence which this engenders is one of the most valuable facets of the course thinks Gavin Douse. One very shy, diffident student is now an assistant producer with the American Forces Network in Wiesbaden.

Research, scripting, planning and negotiating are also skills which the theatre company develops. This unit has been set up along the lines of a professional community theatre company in which members devise, write, and perform their own material. "Only a small fraction of what trainees do is actually performing", says Cath Dalton, their supervisor. "We aim to produce about three public productions in the course of the year, usually performed for schools or community clubs."

One or two students may work on producing and distributing publicity material, another visiting schools or clubs which are interested, deciding with teachers which age group the performance is suited for and arranging the tour schedule.

Back-stage skills of set building, props, costumes, sound effects and lighting are supplemented by work placements with the Belgrade Theatre and Warwick Arts Centre where trainees get experience in box office, front of house or backstage areas according to their interests and abilities. One of last year's trainees is now an assistant manager of a night club in Coventry and this year, Leanne, who is working a placement backstage as Warwick Arts Centre hopes to get a job there as an assistant stage manager.

But couldn't she have done this by taking one of the technical courses at a recognized Drama School? Chris Mitchell thinks not. "She wouldn't

have got there because she would never have discovered theatre. She came to us talking vaguely about being 'interested in video'. Now she knows exactly what she wants to do."

All students get a core programme of life and social skills, taught by Sidney Stringer's team of Youth Workers and basic computer literacy taught by other staff at the school. Trainees specializing in the video unit also take a City and Guilds Electronics Servicing course through the local technical college.

Steve McGaw explains, "We have a very strong arts tradition in the school. I also know of other schools in the city in the same position with nothing to direct their interests to 'beyond school'. He adds: "In the planning stage, of course, I had to convince Equity as well as the MSC that we weren't just trying to produce a glut of actors. I think they can see now this is simply not happening."

Chris Mitchell agrees. "Often their year with us leads trainees back to full-time education. Having discovered an area in which they want to work several of them opt to go back to school or college to get the necessary O or A levels, other apply to specialist courses. So far we haven't sent anyone to drama school though two students this year have applied for the theatre studies course at Lancaster Polytechnic."

Two other YTS courses are based at Sidney Stringer. One is devoted to the sports and leisure world and the other to starting a business. "We deliberately look for areas of interest the school develops and where there is nothing of the same sort available in other YTS schemes," says Steve McGaw. "In this way I believe schools can make a vital contribution to YTS."

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A level in retreat

Hazel Prentice reports on an attempt to enrich sixth formers' studies

heavily aware of a few raised eyebrows and unspoken doubts about whether I would actually get them to work. I aimed for a 10-1, 4-6 work programme and organized outside activities for the afternoon.

I managed to book a cottage in a fairly deserted part of Norfolk, still close to essential amenities, but far enough away from obvious distractions and also out of season. Luckily the cottage was superb and the weather beautiful.

At the beginning it was not always easy to get them to work and one boy in particular interperpetrated every session with enormous sighs of boredom, but he had opted to be there and it never deteriorated into an open confrontation on the validity of what we were doing, even if we did have a lot of ten minute tea breaks!

Each group of two had two seminar papers to complete on a particular topic with which we started each morning and these were presented with varying degrees of success according to how individually well motivated the students were.

programme and would appreciate that an early start to the day leaves time for work and leisure.

Tackling the cooking was a first time for many of them. The boys had one abortive attempt at spaghetti bolognese where the mince turned up fifteen minutes later pink on the plates, but it was a minor hiccup in a week of gastronomic excellence. I was also stunned at how introspective they all were and we had several late night analysis sessions along the lines of "What am I going to do with my life?"

I was delighted at how they pulled their weight with the chores and how supportive they were to each other, even though I had stressed this as a must before they went away. They worked and played as a team despite the fact that they rarely socialized with each other back home. It was a successful experiment for many reasons, not least because they were a small group, there was no emotional involvement between the sexes and they supported me enough for me never to use above a minimum of discipline.

I feel that such a retreat should have a place in every sixth formers' experience. It provides them with some insight as to how to organize their lives at college and is a refreshing but constructive break before the final run up to the exams. For those who rarely look ahead beyond the final fifty pages of their folder, it forces them to look at the subject in its entirety and to really think about what is best to revise. The total cost was £30, although in retrospect we would have managed more comfortably on food and fuel costs if it had been £35 per head.

Hazel Prentice teaches history at Bushy Meads School, Herefordshire.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 16 Dec 1984

Sunday December 16
13.30 Gossip Line: The Price of Life
17.15 The Business Programme, Part 1
Tuesday December 18
18.45 Years Ahead Part 2
Wednesday December 19
18.30 Living Body: Hot & Cold Part 2
20.30 Diverse Reports Part 2
Friday December 21
18.30 Right to Reply Part 2
22.15 A Week in Politics Part 2

Saturday December 22
13.30 Gossip Line: Series 11 Part 1
17.15 The Business Programme, Part 2
20.30 The Sonnets of William Shakespeare
Part 2

For more information contact:
TV Recording License Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 631122

Classified Advertisements

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Nursery Education

Other Appointments

Primary Education

Headships

Deputy Headships Senior Masters/Mistresses

Scale 2 Posts

Scale 1 Posts

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Headships

Remedial and Special Needs Teaching Posts

Art and Design

English

Mathematics

Physical Education

Secondary Education

Headships

Deputy Headships Senior Masters/Mistresses

Remedial and Special Needs Teaching Posts

Art and Design

Commercial Subjects

Computer Studies

Craft Design & Technology

Economics & Business Studies

English

Geography

History

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Other Appointments

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Nursery Education

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BOLTON METROPOLITAN BOROUGH CHURCH ROAD CP SCHOOL
Captains Clough Road,
Bolton. (0204) 251111.
Applications for February 1985
an experienced Nursery/Headship teacher SCALE 1 in-
terested in working with
non-English speaking chil-
dren. Application forms (s.a.e.)
available from the Director of
Education, Bolton, 25, Farn-
cliffe Road, Bolton, to whom
completed forms must be re-
turned by 14 days of the
appearance of this advertise-
ment. (26768) 100026

City of Manchester EDUCATION DEPARTMENT
Clarendon Junior School, Clarendon Road,
Moss Side,
Manchester M14 7NA
Headteacher - Group 4
Required from Easter 1985.
We require a suitably qualified and experienced
teacher for the post of HEADTEACHER in this Group 4,
inner City Junior School.
Vacancy due to the retirement of the present holder.
Application forms and further particulars are available
from the Chief Education Officer (S2/JOB), Education
Offices, Crown Square, Manchester, M60 3BB, to
whom they should be returned by 31st December
1984.
"Manchester City Council is an Equal Opportunity
Employer, and we positively welcome applications
from women and men, regardless of their racial,
ethnic or national origin, disability, age, sexuality,
or responsibilities for dependents." (0748)

KIRKLEES METROPOLITAN COUNCIL DIRECTORATE OF EDUCATION SERVICES
SAVILE TOWN NURSERY SCHOOL
Vernon Street, Savile Town,
Leeds, West Yorkshire
LS2 7EF.
Required for February 1985
an experienced Nursery/Headship teacher SCALE 1 in-
terested in working with
non-English speaking chil-
dren. Application forms (s.a.e.)
available from the Director of
Education, Kirklees, 25, Farn-
cliffe Road, Bolton, to whom
completed forms must be re-
turned by 14 days of the
appearance of this advertise-
ment. (26768) 100026

KNOWSLEY HUXTON QUARRY CE PRIMARY SCHOOL
Hills Ashton Street,
Huxton Quarry,
Knowsley, Merseyside L35 9HH.
Required for 1 May 1985.
HEADTEACHER (GROUP 4).
The school currently has
51 children on roll and is
seeking a suitably qualified
and experienced teacher to
take the spiritual, moral, in-
tellectual, physical and social
needs of each child. The
school is a Church of England
school and the successful
candidate will be a member
of the Church.
Application forms and
further details available
from the Chief Education
Officer, Knowsley, 25, Farn-
cliffe Road, Bolton, to whom
completed forms must be re-
turned by 14 days of the
appearance of this advertise-
ment. (26768) 100026

WARWICKSHIRE ST. JOSEPH'S R.C. (AIDED) COMBINED SCHOOL
Rowley Road, Whitnash,
Leamington Spa CV31 2LJ.
(0192) 511111.
HEAD TEACHER
Applications are invited
from suitably qualified
and experienced teachers
who should be committed
Catholics and Roman
Catholics. The successful
candidate will be required
to accept the terms of the
Catholic Education Coun-
cil's contract. The vacancy
is for April 1985.
Application form and
further details are avail-
able from the Director of
Education, Warwick, 25, Farn-
cliffe Road, Bolton, to whom
completed forms must be re-
turned by 14 days of the
appearance of this advertise-
ment. (26768) 100026

WICKFORD COUNTY INFANTS SCHOOL
(Group 3 + L.F.A. £258 p.a.), Irton Hill
Wickford.
Closing date 28th December 1984.
Please send foolscap s.a.e. for form and details for all the
above posts to: County Education Officer, P.O. Box 47,
Thredneedle House, Market Road, Chelmsford, Essex
CM1 1LD.
WEELEY C of E (Aided) PRIMARY SCHOOL
(Group 3), Main Road, Weeley, Clacton-on-sea.
Closing date: 11th January 1985.
Please send foolscap s.a.e. for form and details for the
above posts to: Area Education Office Park Road, Col-
chester, Essex CO3 3UP.
A removal and disturbance allowance scheme is in operation
for all posts. (0728)

WILTSHIRE MAGHILL C.E. PRIMARY SCHOOL
Dunfield Lane, Maghull,
Wiltshire, Wiltshire.
TEACHER to have special re-
sponsibility for the school's
education, including Boys'
Games, founded in April
1985. (26648) 110020
Application forms and
further details are available,
on receipt of s.a.e., from the
Headmaster of the school, to
whom completed forms must
be returned by 7th January
1985. (26648) 110020
SHROPSHIRE EDUCATION COMMITTEE
DONNINGTON WOOD C.E. JUNIOR SCHOOL
Winifred Drive,
Donnington, Telford
SCALE 2 TEACHER OF MUSIC
Required for Easter
1985. Scale 2 teacher with
responsibility for the develop-
ment of Music in the school.
General teaching of Music
in the school. General teaching
of Music in the school. General
teaching of Music in the school.
Application forms and
further details are available,
on receipt of s.a.e., from the
Headmaster of the school, to
whom completed forms must
be returned by 7th January
1985. (26648) 110020
ESSEX County Council

Wiltshire
Primary Education
HEADTEACHER POST
Hindon C.E. (Aided) First School
GROUP 1
RE-ADVERTISEMENT
HEAD TEACHER required from April 1985, for the newly established C.E.
(Aided) First School. The School opened at the beginning of the Autumn Term
1984, following the closure of East Knoyle C.E. (Aided) First School and Hun-
don C.E. (Controlled) First School, and a period during which these schools
operated on a federative basis with an Acting Head, Hindon School is housed
in recently remodelled premises and is one of 4 First Schools serving Duchy
Minor Middle School, to which pupils transfer at the age of 8+.
Hindon is a small village on the B3089 between Salisbury and Tisbury and
was among the first villages in the County to be designated as a conservation
area.
Application form and further details (BAE please) from and returnable to the
Chief Education Officer, Education Department (ST77/PMB), County Hall,
Tisbury, by 10th January, 1985.
Previous applicants will be reconsidered and need not re-apply. (0748)

WICKFORD C. OF E. (CONTROLLED) INFANT SCHOOL
(Group 2 + L.F.A. £258 p.a.), Mount
Road, Wickford.
JACK LOBLEY COUNTY PRIMARY SCHOOL
(Group 4 + L.F.A. £258 p.a. + S.P.A. £201 p.a.),
Lalcester Road, Tilbury.
Closing date for the above posts: 28th December, 1984.
Please send foolscap s.a.e. for form and details for the
above posts to: County Education Officer, P.O. Box 47,
Thredneedle House, Market Road, Chelmsford, Essex
CM1 1LD.
A removal and disturbance allowance scheme is in operation
for all posts. (0748)

ESSEX County Council

ESSEX County Council

ESSEX County Council

ESSEX County Council

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ESSEX County Council

ESSEX County Council

ESSEX County Council

ESSEX County Council

ESSEX County Council

ESSEX County Council

PRIMARY EDUCATION

continued

HAMPSHIRE THORNTON FIRST SCHOOL
Went Road, Southampton
SO2 6PH
Required April - Deputy
Head Group 4
Head to Head for further
details. Closing date 6th
January. (25941) 110011

KENT COUNTY COUNCIL EDUCATION DEPARTMENT
THAMES VALLEY
UNION COUNTY PRIMARY
JUNIOR SCHOOL
Edge End Road, Brighthelm,
Kent
DEPUTY HEAD TEACHER
Group 4
Deputy Head Teacher re-
quired from April 1985. Au-
plicants should have a quali-
fied in primary education and
experience in primary educa-
tion. Application forms and
further particulars available
from the Head Teacher at the
school, returnable by 31st
December 1984.
Please. (26563) 110012

KILBURN PARK JUNIOR MIXED SCHOOL
Salisbury Road, NW6
(Roll 130, Social Priority
School)
Required from January 1985
a Temporary TEACHER for
two years for this multi-
cultural school, to cover a
secondment. A scale 2 post is
available for a suitable candi-
date able to undertake re-
sponsibility for the Manage-
ment of Resources, including
Visual Arts.
London Allowance of
£1,038 per annum is payable.
Post is an Equal Opportu-
nities employer. Fundamentally
committed to Multi-Cultural
Education.
Application forms (s.a.e.)
available from the Head-
teacher, returnable within 10
days. (44008) 110020

KIRKLEES METROPOLITAN COUNCIL DIRECTORATE OF EDUCATION SERVICES
VACANCY
FIELD LANE 1 LAND
Kirkstall, Leeds
Albion Street, Batley, West
Yorkshire
REF: 750
Required for January or Es-
ter 1985 a Junior School
teacher SCALE 2 with experi-
ence of teaching in a multi-
cultural school, to work with
children from a minority
background. Candidates
must be able to indicate
their particular curricular in-
terests.
Application forms (s.a.e.)
available from the Director
of Education, Ref. PT1,
Clifford House, Old
Road, Huddersfield H1 6QW,
to whom completed forms
must be returned within 10
days of the appearance of
this advertisement. 110020

Lamerton C of E (C) Primary School,
Lamerton, Tavistock, PL9 8RJ. Roll 34
Head Teacher
Group 1 (9573-£10653)
Required April 1985. Application forms and
further details (S.A.E. required) from Area Ed-
ucation Officer, Civic Centre, Plymouth PL1 2EW.
Closing date 2 January 1985.
(0187)

SEFTON METROPOLITAN BOROUGH OF SEFTON
MAGHILL C.E. PRIMARY
SCHOOL
Dunfield Lane, Maghull,
Wiltshire, Wiltshire.
TEACHER to have special re-
sponsibility for the school's
education, including Boys'
Games, founded in April
1985. (26648) 110020
Application forms and
further details are available,
on receipt of s.a.e., from the
Headmaster of the school, to
whom completed forms must
be returned by 7th January
1985. (26648) 110020
SHROPSHIRE EDUCATION COMMITTEE
DONNINGTON WOOD C.E. JUNIOR SCHOOL
Winifred Drive,
Donnington, Telford
SCALE 2 TEACHER OF MUSIC
Required for Easter
1985. Scale 2 teacher with
responsibility for the develop-
ment of Music in the school.
General teaching of Music
in the school. General teaching
of Music in the school. General
teaching of Music in the school.
Application forms and
further details are available,
on receipt of s.a.e., from the
Headmaster of the school, to
whom completed forms must
be returned by 7th January
1985. (26648) 110020

WILTSHIRE MAGHILL C.E. PRIMARY SCHOOL
Dunfield Lane, Maghull,
Wiltshire, Wiltshire.
TEACHER to have special re-
sponsibility for the school's
education, including Boys'
Games, founded in April
1985. (26648) 110020
Application forms and
further details are available,
on receipt of s.a.e., from the
Headmaster of the school, to
whom completed forms must
be returned by 7th January
1985. (26648) 110020
SHROPSHIRE EDUCATION COMMITTEE
DONNINGTON WOOD C.E. JUNIOR SCHOOL
Winifred Drive,
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SCALE 2 TEACHER OF MUSIC
Required for Easter
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General teaching of Music
in the school. General teaching
of Music in the school. General
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Application forms and
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on receipt of s.a.e., from the
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whom completed forms must
be returned by 7th January
1985. (26648) 110020

WILTSHIRE MAGHILL C.E. PRIMARY SCHOOL

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SOLIHULL EDUCATION COMMITTEE
TRAFALGAR C.E. (AIDED)
JUNIOR SCHOOL
Wentley Manor Road, Solihull
(Group 3)
CLASS TEACHER
Required at the beginning of
the summer term for as soon
as possible with responsibility
for Boys' Games.
Applications by letter to
Head Teacher, Quenns two
referees. Closing date 24th
December 1984.
(26649) 110020

TRAFFORD METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
JUNIOR PRIMARY
SCHOOL
Kings Way, Davulme,
Trafford, Manchester M31
1SP
Tel: 051-748 1867
SCALE 1
Required for Easter 1985 or ear-
lier if possible.
Teacher for upper Juniors
within this open plan school
to teach an integrated day.
Music desirable.
Applicants should state any
other relevant experience in
teaching in the school.
Applicants should contact the
Headmaster at the school.
(26651) 110020

WEST SUSSEX
MILTON KEYNES C.E. (AIDED)
JUNIOR SCHOOL
Pink Lane, Pulborough RH20
2AN
Required as early as possible
in 1985 an enthusiastic class
teacher (Scale 2) to take a
class of 15-20 children. The
teacher will be responsible for
the school's Boys' Games
and will be a member of the
Church of England.
Form and details from
Headmaster on receipt of
S.A.E. (26649) 110020

BERKSHIRE OWLEMOON COUNTY COUNCIL
MILTON KEYNES C.E. (AIDED)
JUNIOR SCHOOL
Pink Lane, Pulborough RH20
2AN
Required for Easter 1985 or ear-
lier if possible.
Teacher for upper Juniors
within this open plan school
to teach an integrated day.
Music desirable.
Applicants should state any
other relevant experience in
teaching in the school.
Applicants should contact the
Headmaster at the school.
(26651) 110020

BUCKINGHAMSHIRE MILTON KEYNES C.E. (AIDED) JUNIOR SCHOOL
Pink Lane, Pulborough RH20
2AN
Required as early as possible
in 1985 an enthusiastic class
teacher (Scale 2) to take a
class of 15-20 children. The
teacher will be responsible for
the school's Boys' Games
and will be a member of the
Church of England.
Form and details from
Headmaster on receipt of
S.A.E. (26649) 110020

BUCKINGHAMSHIRE MILTON KEYNES C.E. (AIDED) JUNIOR SCHOOL
Pink Lane, Pulborough RH20
2AN
Required as early as possible
in 1985 an enthusiastic class
teacher (Scale 2) to take a
class of 15-20 children. The
teacher will be responsible for
the school's Boys' Games
and will be a member of the
Church of England.
Form and details from
Headmaster on receipt of
S.A.E. (26649) 110020

NOTTINGHAM NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D. 5-11
240 girls 5-11
Experienced temporary in-
fant teacher required to take
charge of (a) a class of six-
year-olds from 24th January
to 18th February 1985 and
(b) a class of five-year-olds
beginning in the summer
term 1985 (maternity leave).
Apply by letter (no forms),
by 4th January 1985, en-
closing s.a.e. and giving curri-
culum vitae and two referees to
the Headmistress, 9
Arboretum Street, Notting-
ham NG1 4JD. (26619) 110022

NOTTINGHAM NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D. 5-11
240 girls 5-11
Experienced temporary in-
fant teacher required to take
charge of (a) a class of six-
year-olds from 24th January
to 18th February 1985 and
(b) a class of five-year-olds
beginning in the summer
term 1985 (maternity leave).
Apply by letter (no forms),
by 4th January 1985, en-
closing s.a.e. and giving curri-
culum vitae and two referees to
the Headmistress, 9
Arboretum Street, Notting-
ham NG1 4JD. (26619) 110022

WALTHAM FOREST EMPLOYER
BARKLEY JUNIOR SCHOOL
Barkley Road, London
E10
Head: Mr. P.S.
Woodcock
Required for JANUARY
OR AS SOON AS POSSIBLE
Temporary teacher re-
quired for one term to take a
class of 15-20 children.
SCALE 1 plus Outer, Lon-
don.
Application form available
on request of Education,
Teacher's
Staffing Section, Council Offices, Wellington Road,
Ashton-under-Lyne, Greater Manchester OL5 8DL.
Closing date 28th January 1985; Ref: TE2516/TE5.
TAMESIDE - AN EQUAL OPPORTUNITIES EMPLOYER

WALTHAM FOREST EMPLOYER

WALTHAM FOREST EMPLOYER

WALTHAM FOREST EMPLOYER

WALTHAM FOREST EMPLOYER

WALTHAM FOREST EMPLOYER

WALTHAM FOREST EMPLOYER

WALTHAM FOREST EMPLOYER

ESSEX R.W. ESSEX AREA EDUCATION OFFICE
The Knap, Basildon
Tel: 0464 4002
INFANT AND JUNIOR
SCHOOL (Scale 1)
plus £258 (fringe allowance)
Urgently required January
for one or two term appoint-
ments. Infant or Junior
teacher in South
West Essex area. Temporary
accommodation may be avail-
able.
Send c.v. with names of
two referees to R.W. Essex
Area Education Office im-
mediately (foolscap
please). (26811) 110022

KIRKLEES METROPOLITAN COUNCIL DIRECTORATE OF EDUCATION SERVICES
EDUCATION DEPARTMENT
JUNIOR PRIMARY
SCHOOL
Kings Way, Davulme,
Trafford, Manchester M31
1SP
Tel: 051-748 1867
SCALE 1
Required for Easter 1985 or ear-
lier if possible.
Teacher for upper Juniors
within this open plan school
to teach an integrated day.
Music desirable.
Applicants should state any
other relevant experience in
teaching in the school.
Applicants should contact the
Headmaster at the school.
(26651) 110020

NEWHAM LONDON BOROUGH OF NEWHAM
SANDRINGHAM JUNIOR
SCHOOL
Sandringham Road, London
E12 6JH
Head Teacher: Miss A.
Parker
Required from 29th January
1985
CLASS TEACHER (Scale 1)
Required: JANUARY 1985 or
as soon as possible.
Teacher for upper Juniors
within this open plan school
to teach an integrated day.
Music desirable.
Applicants should state any
other relevant experience in
teaching in the school.
Applicants should contact the
Headmaster at the school.
(

**LANCASHIRE
CROXTHORN RESIDENTIAL
SPECIAL SCHOOL**

Due to the premission of the Ministry of Education, it was required an experienced teacher preferably with a social education to lead the Middle Eastern students to the school and military staff and a knowledge of the objective approach to teaching economics.

Specialist Input in One or more of the areas of P.E., Art, Music, Social Studies and Social Development of Art and Music was provided. The cost is 3.5 and up to 10 hours per week extended to the residential dorms as needed.

TEACHER
A teacher qualified in the field of social studies and health and physical education who are experienced in teaching the Middle Eastern students.

A knowledge of and commitment to an objective approach to learning is essential. The successful candidate will provide specialist input in one of the following areas: P.E. and Physical Education; Personal and Social Development; Art and Craft. The post is for 26½ hours per week extra to normal duties. The hours and duties are available. There are no residential duties.

For information enquire to
B. Foster, Headmaster,
Borlase School, 25143.

Further details and application form from:
Mr. J. G. Jones, Regional Director of Schools, 25143.

Home, North
 Office, 3335 Wilman Pk
 St. Warrington, Chesh
 WA1 1PG. (26810) 169

NEWHAM
LONDON BOROUGH OF
ELIZABETH
 100 Galk Road, London E1
 ONE Head Teacher: C.C. Early
 Number on roll: 90
RESPONSIBILITY FOR
MATHEMATICS IN SENIOR
SCALE (2)
 Required: APRIL 1985 a
 BOON AS POSSIBLE
 An experienced teacher
 assume responsibility
 Mathematics in the 5

medical or physical diffi-
ties contribute towards
desired educational need
desirable.

LONDON ALLOWANCE
E0338
Application forms (to
please) available from
Director of Education
whom completed for
should be returned by
January 1985.
Central Offices, 371
High Street, Stratford,
4100.
Equal Opportunity
League. (25760) 14

SCUNTHORPE

COMMUNITY SERVICE DIVISION
HEARING IMPAIRED
TEMPORARY AREA
SCHOOL CHILDREN)
(SCALE 3)
Applications are invited
qualified teachers of the deaf to
in the South West who
of Humberdale with
vidually integrated in
married children of
age and with pre-school
dren in the area.
The post is temporary
in the long term
the current post-holder
carries an essential cur-

Further details obtained from Mrs J.B. Fleming of the Hearing Impaired Society, 15000 North Ferriby, North Bersted HU14 3HT re completed forms shown returned as late as December 1984 (4 pages).

"Full and fair consideration will be given to all applicants". (26747)

Special Education

at fourth tier post carrying major Special Education in the county. responsible to the Senior Education (and Special Education) and will plan, formulate and implement of Education as well as for the Special Schools and 52 Special Units. graduates with successful teaching experience at a senior level and many personal qualities and initiative.

For further details from The Director, Shire Hall, Shilfield Park, Reading RG2 9AT.

January, 1985.
Unity Employer

**Royal County
Berkshire**

Agency, Ref: TE2617/TE8
MESIDE — AN EQUAL OPPORTUNITIES EMPLOYER (0714)

Further details obtained from Mrs J.B. Fleming of the Hearing Impaired Society, 15000 North Ferriby, North Bersted HU14 3HT re completed forms shown returned as late as December 1984 (4 pages).

"Full and fair consideration will be given to all applicants". (26747)

Special Education

and further details from The Director,
Shire Hall, Shinfield Park, Reading RG2 9AT.
Reading 875444, ext. 3424.
January, 1985.
Unity Employer

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YOUTH & COMMUNITY

HAMPSHIRE COMMUNITY CENTRE
WARRINGHAM
Salary Scale 3 (Points 1-5) for Youth and Community Workers £9,037-£10,209 per annum plus London Weighting of £987 p.a. inc.
Applications are invited from qualified Youth and Community Workers or Teachers with relevant youth work experience for two newly created posts to work in one or more of the following areas:
The Young Unemployed, Multi-Ethnic Groups, Work with Children.
Applicants should have extensive experience in working with young people from Asian and Afro-Caribbean backgrounds. Car mileage allowance will be paid and assistance in car purchase in appropriate cases.
Application forms and further details are available from the Director of Education, Education Offices, 379 High Street, Stratford, London E15 4BB, Tel. No. 534 4545 ext. 5765.
Closing date: 4 January, 1985.

Education Department - Community Education Service

Principal Youth and Community Officer

£11,430 - £12,884 plus £645 Outer London Weighting
A well qualified and experienced person is required to contribute towards the development of a diverse and developing Youth and Community Service.
The post is within the Community Education section of the Education Department and reflects the commitment towards meeting the needs of young people in the context of a partnership with the wider community.
Applicants should have proven professional and administrative abilities, together with those personal qualities that will enable the Principal Youth and Community Officer to give positive and imaginative leadership to a lively service.
Forms and further details from NON-TEACHING PERSONNEL SECTION, REGAL HOUSE, LONDON ROAD, TWICKENHAM, TW1 3AA (01-891 1433, ext. 281), returnable by Monday, 7th January, 1985.

London Borough of RICHMOND UPON THAMES
(an equal opportunity employer)

(0742)

(0742)

EDUCATION DEPARTMENT

Youth and Community Education Section

Youth and Community

Outreach Workers

Salary Scale JNC Range 4 (Points 1-5) for Youth and Community Workers £9,037-£10,209 per annum plus London Weighting of £987 p.a. inc.

Applications are invited from qualified Youth and Community Workers or Teachers with relevant youth work experience for two newly created posts to work in one or more of the following areas:

The Young Unemployed, Multi-Ethnic Groups, Work with Children.

Applicants should have extensive experience in working with young people from Asian and Afro-Caribbean backgrounds. Car mileage allowance will be paid and assistance in car purchase in appropriate cases.

Application forms and further details are available from the Director of Education, Education Offices, 379 High Street, Stratford, London E15 4BB, Tel. No. 534 4545 ext. 5765.

Closing date: 4 January, 1985.

An Equal Opportunity Employer

LONDON BOROUGH OF NEWHAM



EDUCATION DEPARTMENT

Part-Time Qualified Worker

£17.47 per session - five day-time sessions per week

... required for a project at Sutton Youth Centre aimed at day-time provision for the young unemployed. The person appointed will be responsible for supervision, evaluation, research and administration of the project and liaison with other agencies.

Application forms and further details obtainable from Mrs H Robertson, Education Department, The Grove, Carshalton, Surrey. Tel: 01-861 6749. Closing date 3 January 1985.

(0741)

LONDON BOROUGH OF SUTTON

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES

EDUCATION AND COMMUNITY SERVICES

SENIOR YOUTH WORKER

Salary Scale 3 (Points 1-5) £9,037-£10,209 per annum plus London Weighting of £987 p.a. inc.

Applications are invited from qualified Youth and Community Workers or Teachers with relevant youth work experience for two newly created posts to work in one or more of the following areas:

The Young Unemployed, Multi-Ethnic Groups, Work with Children.

Applicants should have extensive experience in working with young people from Asian and Afro-Caribbean backgrounds. Car mileage allowance will be paid and assistance in car purchase in appropriate cases.

Application forms and further details are available from the Director of Education, Education Offices, 379 High Street, Stratford, London E15 4BB, Tel. No. 534 4545 ext. 5765.

Closing date: 4 January, 1985.

An Equal Opportunity Employer

LONDON BOROUGH OF SUTTON

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LONDON

Inner London Education Authority

YOUTH WORKERS

Salary Scale 3 (Points 1-5) £9,037-£10,209 per annum plus London Weighting of £987 p.a. inc.

Applications are invited from qualified Youth and Community Workers or Teachers with relevant youth work experience for two newly created posts to work in one or more of the following areas:

The Young Unemployed, Multi-Ethnic Groups, Work with Children.

Applicants should have extensive experience in working with young people from Asian and Afro-Caribbean backgrounds. Car mileage allowance will be paid and assistance in car purchase in appropriate cases.

Application forms and further details are available from the Director of Education, Education Offices, 379 High Street, Stratford, London E15 4BB, Tel. No. 534 4545 ext. 5765.

Closing date: 4 January, 1985.

An Equal Opportunity Employer

LONDON BOROUGH OF SUTTON

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Inner London Education Authority

YOUTH WORKERS

Salary Scale 3 (Points 1-5) £9,037-£10,209 per annum plus London Weighting of £987 p.a. inc.

Applications are invited from qualified Youth and Community Workers or Teachers with relevant youth work experience for two newly created posts to work in one or more of the following areas:

The Young Unemployed, Multi-Ethnic Groups, Work with Children.

Applicants should have extensive experience in working with young people from Asian and Afro-Caribbean backgrounds. Car mileage allowance will be paid and assistance in car purchase in appropriate cases.

Application forms and further details are available from the Director of Education, Education Offices, 379 High Street, Stratford, London E15 4BB, Tel. No. 534 4545 ext. 5765.

Closing date: 4 January, 1985.

An Equal Opportunity Employer

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OVERSEAS POSTS

WEST GERMANY

LANGUAGE SCHOOL is looking for an English teacher to teach in a school in the West of Germany. The school is a private school and the teacher will be responsible for the English lessons and the overall supervision of the school. The salary is £12,000 per annum plus a 10% bonus. The school is in a beautiful area and the teacher will have a good standard of living. The school is in a private school and the teacher will be responsible for the English lessons and the overall supervision of the school. The salary is £12,000 per annum plus a 10% bonus. The school is in a beautiful area and the teacher will have a good standard of living.

TURKEY

ENGLISH teacher needed for Turkish secondary school. The school is in a beautiful area and the teacher will have a good standard of living. The salary is £12,000 per annum plus a 10% bonus. The school is in a beautiful area and the teacher will have a good standard of living.

SOUTH EAST ASIA

Work on American children's summer camps. The salary is £12,000 per annum plus a 10% bonus. The school is in a beautiful area and the teacher will have a good standard of living.

OPPORTUNITIES IN EDUCATION

(2 Posts)

TRISTAN DA CUNHA

The Government of Tristan da Cunha requires an Education Officer/Headmaster and a Senior Teacher for St Mary's School. The school is in a beautiful area and the teacher will have a good standard of living. The salary is £12,000 per annum plus a 10% bonus. The school is in a beautiful area and the teacher will have a good standard of living.

POST 1

EDUCATION OFFICER/HEADMASTER

Duties: Will be in charge of the Island School. In addition to teaching, will be responsible for teacher training, organising school supplies and equipment and organising a variety of extra-curricular activities. Qualifications: Applicants should preferably have a degree and be able to teach mathematics and general science to CSE level. Experience of primary teaching and organising and handling staff would be desirable.

Appointments: Local salary £2,374 plus a tax free supplement payable according to marital status in range £3,034 - £10,280. Please quote reference - AH389/DH/J.

POST 2

SENIOR TEACHER

Duties: Will be largely occupied with teaching the senior class and preparing for CSE and GCE 'O' level examinations. Other duties include conducting in-service training of the local staff, developing teaching materials for future use, organising and running extra-curricular activities. Qualifications: Applicants should have at least 5 years experience and be capable of teaching English, Geography and History to CSE and GCE level.

Appointments: Local salary £2,353 plus a tax free supplement payable according to marital status in the range £7,320 - £9,548. Please quote reference - AH389/DH/J.

BOTH POSTS: Appointment 2-3 years. Applicants should be British citizens with a professional teaching qualification. Experience of teaching in a rural area is desirable. Other benefits include free passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free supplementary advance of up to £3,000 may be payable in certain circumstances.

For full details and an application form please apply, stating post code, quoting reference number and giving details of age, experience, qualifications and availability to: Appointments Officer, Overseas Development Administration, Room AH381, Abercrombie House, Eaglehawk Road, East Kilbride, Glasgow G76 8EA.

OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

INSTRUCTOR-MALE MANAGEMENT/ADMINISTRATIVE STUDIES

£20,000 PA Tax Free Riyadh, Saudi Arabia

General Arabian Medical and Allied Services Limited (GAMA) is the Hospital Management Company providing consultancy services to the Riyadh Al-Riyadh Hospital Programme in Saudi Arabia. The programme consists of the 600-bed Armed Forces Hospital in Riyadh and a 100-bed satellite Hospital 50 miles to the South in Al-Riyadh. These modern, well-equipped hospitals provide a complete Health Care Programme for the employees and dependants of the Saudi Armed Forces. The Hospital Programme now requires an Instructor responsible for identifying the training needs of supervisory and clerical staff, designing appropriate courses and providing instruction. The post holder will also be required to instruct on Management/Administration courses to Saudi personnel. Qualifications: Applicants should hold a first Degree and a Post Graduate Certificate of Education, with a minimum of 3 years experience of teaching Administrative and Secretarial Practices - preferably (but not essentially) within a hospital environment.

Benefits: This 2 year contract is single or married status. Free fully furnished accommodation is provided with 4 weeks leave for every 6 months service, free air fares (including leave flights) and a bonus of 2 months salary on completion of 2 years contract. The Sterling salary quoted has been calculated at the exchange rate of 4.4 Saudi Riyals to £1. Write with a comprehensive curriculum vitae or telephone for an application form to: Susan Crick, Recruitment Officer, GAMA International Ltd, 4 Duke of York Street, London WC1E 3AT. Tel: 01-476 1013 & 346 646.

Administration Local Education Authority

BUCKINGHAMSHIRE

Recruitment/Children Area. The salary is £12,000 per annum plus a 10% bonus. The school is in a beautiful area and the teacher will have a good standard of living.

Applicants should preferably have a degree and be able to teach mathematics and general science to CSE level. Experience of primary teaching and organising and handling staff would be desirable.

Appointments: Local salary £2,353 plus a tax free supplement payable according to marital status in the range £7,320 - £9,548. Please quote reference - AH389/DH/J.

Institute of Public Administration Kingdom of Saudi Arabia

Has vacant faculty positions for male & female holders of Ph.D. or Master's degree in the following disciplines:

- | | | |
|----------------------------|--------------------------------------|--------------------------------------|
| (1) Management | (2) Statistics | (3) Mathematics |
| (4) Quantitative Methods | (5) Accounting | (6) Law |
| (7) Economics | (8) Computer Science | (9) Information Science |
| (10) Research Methodology | (11) Business Education | (12) Industrial Management |
| (13) Hospital/Health Admin | (14) Project Management & Evaluation | (15) Library & Documentation Science |

The applicants are expected to teach, and do research and consultation work at the Institute's headquarters in Riyadh or in one of its branches in Jeddah and Dammam; or the women branch in Riyadh for female candidates.

The languages of instruction at the Institute is Arabic.

Fringe Benefits:

In addition to the monthly salary, the IPA provides the following fringe benefits:

- Annual round trip tickets to the contractor and his/her family.
- Furnished accommodation.
- Monthly transportation allowance.
- Luggage transportation allowance on appointment.
- End-of-service gratuity.
- Remunerations for studies, researches, and translation works.
- Free medical treatment of the contractor and his/her family members.
- Contribution in the educational fees for children who are permanent residents of non-Arab countries.

Those interested are requested to send their academic & experience certificates, along with a resume showing their previous experience in teaching, research and consultations in their respective fields, and references, to: The Director General, Administration & Financial Affairs, Institute of Public Administration, P.O. Box (208), Riyadh 11141, Kingdom of Saudi Arabia.

Applicants are required to give their addresses and telephone numbers in order to be easily notified of the date of personal interview upon initial approval.

(5190)

Staff Training Co-ordinator and Head of Lincolnshire Accredited Centre

Applications are invited for the above mentioned post which will be vacant from 1 January 1985 following the appointment of the present post holder to a College Vice-Principalship.

The Lincolnshire Accredited Centre was established by the Manpower Services Commission in June 1983 to promote staff training throughout Lincolnshire in support of the Youth Training Scheme. The person appointed will be expected to lead the Accredited Centre through the next phase of its development which, increasingly, will involve a self-financing mode of operation.

Applicants will need to be able to demonstrate a successful record of staff training in the pre-vocational field and, preferably, within YTS. Of vital importance will be the ability to sustain and develop effective relationships with and between industrial, commercial and public sector managing agencies, the HSC, education institutions and the Accredited Centre located in the Lincoln College of Technology. Salary: The appointment will be made, initially for a 12 month period, on the Burnham Grade III scale for departmental heads - £13,692 - £15,282 per annum.

Application forms and further particulars are available from the Lincoln College of Technology, Cathedral Street, Lincoln LN2 5HQ, (telephone 0522 30841). They should be returned to the Principal at the College within two weeks of the appearance of this advertisement.

Education Officer

HM DETENTION CENTRE, NORTH SEA CAMP

Head of Department, Grade II (£10,902 - £12,414)

Applicants are invited for the post of Education Officer, HM Detention Centre, North Sea Camp, Freston, Nr Boston. The post is available from 1 January 1985, or as soon as possible thereafter. The Education Officer is responsible for the education and training activities of approximately 150 young men within the establishment.

Further particulars and application forms are available from the County Education Officer (Ref: FE85) Lincolnshire County Council, County Offices, Newland, Lincoln (Tel: Lincoln 29931, Ext: 159) to whom they should be returned by Monday 7 January 1985.

(7793)

Lincolnshire County Council

ilea Inner London Education Authority

Learning Resources Branch
Centre for Learning Resources
275 Kennington Lane, SE11

1) ASSISTANT DIRECTOR (Administration & Provision Division)

The Assistant Director is responsible directly to the Director of Learning Resources Branch for the management of the Administration & Provision Division (comprising over 120 staff) and for the administration of the Branch as a whole. Applicants should be able to demonstrate extensive and successful managerial experience at a senior level and have a thorough knowledge of the Authority's administrative procedures. They should have the ability to lead a large number of administrative and professional staff covering a wide range of disciplines and be familiar with budgeting and personnel functions.

2) HEAD OF PROVISION OF LEARNING RESOURCES SECTION

The Head of the Learning Resources Section reports directly to the Assistant Director (Administration & Provision Division) and is responsible for the management of a section comprising some 90 staff performing a wide range of administrative and professional functions. Applicants should be able to demonstrate successful senior managerial experience in a large organisation concerned with the provision of central services. They should have good interpersonal and leadership skills and a sound appreciation of, and commitment to, the importance of the role of learning resources in the educational process.

3) HEAD OF RESOURCES SUPPORT GROUP

To head this multi-disciplinary team of professional staff in work with primary and secondary schools developing resources centres and full use of these across the curriculum. Candidates should be well qualified librarians, media resources officers, or teachers/lecturers who have had experience in the organisation and management of learning resources in schools to lead a team containing 6 staff.

Salary Scale £14,487-£16,251 plus £1,347 London Weighting Allowance. Application forms and further details are available from the Education Officer, E.O. Esab, 1b, Room 366, The County Hall, London SE1, (please enclose SAE). Please state for which post(s) applying. Closing date for return of completed application forms is 25 January 1985. These posts are suitable for job sharing.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (5174)

GENERAL INSPECTOR

Required for Easter or earlier.

Salary: Burnham Gr.8 Headship
£14,664-£15,963

Applications for the post of General Inspector are invited from Teachers who can, in addition to performing the advisory and administrative duties of a General Inspector, offer specialist advice to schools in one, or more, of the following areas of work.

- 18-19 Education, Commerce, Accountancy, Home Economics, Life Skills.

Application form and job description available from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B91 3QS. Tel: 021-705 6789 Ext. 636 or 021-705 6872 (evenings and weekends) - 24 hour answerphone, quoting Ref. No. C10767. Forms to be returned by 4th January, 1985.

Metropolitan Borough of Solihull

GENERAL INSPECTOR

£16,824 - £18,141

with special responsibility for further education. Applicants should be graduates or hold equivalent qualifications in Engineering/Science/Mathematics/Computing or Business/Commercial Studies and also have considerable teaching experience in Further Education. It is hoped that an appointment will be made for 1st May 1985. Duties involve the provision of advice on matters relating to the organisation and curriculum of Colleges of Technology and other Further Education Establishments and In-Service Training for Teachers. Assistance with removal expenses, etc. is given in approved cases.

Further particulars and application form returnable by 1 January from B. Oakley, County Education Officer, Springfield, Maidstone or 'phone 0622 871411 Ext. 2481. (Ref. G/P).

(0734)

KENT COUNTY COUNCIL

Director of Education

£21,858-£24,046

Times are changing - rapidly - in Local Government and nowhere more so than in the Education service. The pressures for change generate opportunities and it is these opportunities that need to be positively grasped. Oldham Education service has a record of successful development. The Council wants to continue building on this, facing the future with energy and excitement.

As Director of Education you would have primary responsibility for advising the Education Committee and preparing the Education Department to meet the needs of the late 80s and 90s. You would also be a member of the Council's Chief Officers group with an important corporate role to play.

To fill this key post we want first and foremost a Manager of the highest quality. You will need dynamism and proven education experience at a senior level together with leadership qualities and the foresight to plan and implement change. You will be teacher trained with teaching experience. Oldham is an area of much character and friendliness bounded by the beauty of the Pennines to the East and the excellent facilities of Manchester to the West. There are first class communication links to all parts of the country.

Please write or telephone for an application form and further details from the Director of Personnel and Management Services, Civic Centre, Oldham, OL1 1UN. (Tel: 061-478 4674).

For an informal discussion ring the Director, Mr F Smith, on 061-678 4510. Closing date: 7th January 1985.

Oldham Metropolitan Borough
An Equal Opportunities Employer

Senior Assistant County Education Officer (Schools)

£18,765-£20,313

On the retirement of the present postholder

this post will become vacant on 1 April 1985.

This senior post, based at Kingston upon Thames, carries responsibility for primary, secondary and special education throughout the County. This includes the development and implementation of policy, the co-ordination of day-to-day administration of schools through four Area Education Officers, and the work of the School Psychological Service.

Applicants should be good honours graduates who have a wide experience of the education service, both in teaching and in LEA administration. This is a re-advertisement and previous applicants will be reconsidered.

Application form and further details from the Head of Manpower Services (Ref. MSD/86), County Hall, Kingston upon Thames, Surrey, KT1 2DN. Tel: 01-546 1050, Ext. 3577. Closing date 9 January 1985.

SURREY COUNTY COUNCIL

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION COMMITTEE

Required for Easter 1985

Re-advertisement

MULTI-CULTURAL EDUCATION SERVICE CURRICULUM AND IN-SERVICE TRAINING ORGANISER (PRIMARY) Scale 4

Candidates should have had extensive teaching experience at Primary School level and be conversant with all aspects of the Primary school curriculum. The teacher appointed will be responsible for developing strategies that provide a multi-cultural view across the curriculum and for organising both school and course based in-service training courses.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RF, to whom they should be returned within 14 days of this advertisement.

Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (5182)

WOLVERHAMPTON CENTRAL PROJECT

ADMINISTRATION L.E.A. continued

County Adviser/Inspector Humanities

Salary Burnham Group B/9 (currently £14,664-£16,963 and £15,792-£17,112 respectively).

The appointment will be initially as County Adviser at Group 8 with the prospect of progress to County Inspector Group 9. The successful candidate will be responsible for advice and inspection in the field of the Humanities and will be particularly qualified in at least one of the following subject areas: History, Geography, Social Studies, Personal and Social Development.

Professional Assistant (Southern Area)

Salary Grade SO1/SO2 £9,060-£10,539 (N.J.C. A.P.T.C. Scheme Points 31-36) pay award pending.

Applicants should be graduates with teaching experience. This post should be of interest to teachers seeking an initial appointment in Local Education Authority administration. The successful candidate will be based in Luton.

Essential user car allowance. Car loan scheme. Approved removal expenses paid.

Application form and further details for the above two posts from D.P.J. Browning CBE M.A. Chief Education Officer, County Hall, Bedford, or telephone Bedford 63222 ext. 345. Closing date Monday 7th January 1985.

The Council is an Equal Opportunity Employer. (0728)

Bedfordshire COUNTY COUNCIL

Cheshire PROJECT DEVELOPMENT OFFICER (EDUCATION)

£12,888 - £14,184

WARRINGTON

Required for Open Tech Creating an MSC Open Tech Project managed by Cheshire County Council's Education Department. The successful candidate will be a member of a small team based at North Cheshire College and will be responsible for the setting up and operation of a County-wide delivery system for open learning.

Candidates will be expected to have had substantial experience in adult and continuing education at a senior level in further education. An ability to work with people at all levels in both the public and private sectors is essential and experience of open learning systems would be an advantage.

The person appointed will be primarily responsible for providing advice and support in the development of open learning in colleges including a tutorial and counselling support network and appropriate academic record system for Cheshire's open learning delivery projects.

The post is for a fixed term from 1 January 1985 (or as soon as possible after this date) until 31 March 1987. A secondment would be considered.

For further details and an application form please contact the Director of Education, Cheshire County Council, County Hall, Chester (reference R5). Tel: Chester 623225. Closing date 9th January 1985.

All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability. (0712)

WOLVERHAMPTON BOROUGH COUNCIL

DIRECTOR OF EDUCATION

Salary £23,386 - £25,722

The large Metropolitan Borough of Wigan is seeking a new Director of Education with the vision and managerial ability to enhance its reputation as a progressive local education authority.

For further details and an application form please write to Chief Executive (Personnel), Civic Centre, Millgate, Wigan WN1 1YD or ring Wigan 44881 ext. 2130. Closing date: Monday, 7 January 1985. (5197)

WIGAN Metropolitan Borough

Assistant County Education Officer (Development)

£15,678-£17,226

The County is actively reviewing the organisation of its primary and secondary schools and promotes a substantial capital programme of new buildings, furniture and equipment for its schools and colleges. Working with a Senior ACEO, the person appointed will assume particular responsibility for implementing the three year capital programme, for the design of new buildings and for school reorganisation proposals in certain areas.

Applicants should have varied and responsible experience in administration with a Local Education Authority. A successful background in teaching would be an added recommendation. The post will be based at Kingston upon Thames.

Further details and application form from the Head of Manpower Services (Ref. MSD/109), County Hall, Kingston upon Thames, Surrey, KT1 2DN. Tel: 01-546 1050, Ext. 3577. Closing date 9 January 1985.

SURREY COUNTY COUNCIL

ilea Inner London Education Authority

Senior Staff Inspector for Primary Education

Salary Range £21,186-£22,968 plus £1,347 London Weighting Allowance

Applications are now invited for the leading inspectorate post for primary education in the Authority, following the retirement of Mr Ron Lettman. The Senior Staff Inspector advises the Chief Inspector on all aspects of Primary Education across the Authority, including education in the early years, and co-ordinates support and advice in the development of 780 primary schools and 48 nursery schools through the work of a team of 24 primary inspectors, four of whom work specifically in the area of early childhood education, supported by 12 advisory teachers, 10 nursery co-ordinators, the Centre for Language in Primary Education and the Centre for Primary Management Studies. This is a major role in the education provision of Inner London and the person appointed must have the ability to play a creative leadership role in advancing the quality of primary education and to contribute in a more general way to the work of the Inspectorate. The report of the Thomas Committee on primary education in the ILEA is expected shortly and this will present a unique opportunity to the person appointed.

Application forms and further details are available from the Education Officer (EO/Esab, 1b) Room 366, The County Hall, London SE1 7PB. The closing date for return of completed application forms is 25.1.85. This post is suitable for job share.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (5175)

CHIEF ADMINISTRATIVE OFFICER/CLERK TO THE GOVERNING BODY

GRADE PO1B £10,761-£11,703 p.a. plus £877 (L.V. and Supplements)

Applications are invited for the post of Chief Administrative Officer at Willesden College of Technology, Denzil Road, London NW10. The successful candidate will be responsible to the Principal for the organisation and effective functioning of the administrative, clerical & secretarial areas of the College and will form part of the Senior Management Team with the Principal and the two Vice Principals.

Applicants should be suitably qualified, academically or professionally and previous experience in a further/higher educational establishment is essential.

Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annex, King's Drive, Wembley, Middlesex HA9 9BR, returnable by 4th January 1985, telephone 01-903 0371 (24 hour answerphone service). Reference number E364 must be quoted. (5186)

London Borough of BRENT
Brent is an Equal Opportunity Employer. Job shares welcome.

